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ABSTRACT

This is the first of two reports on existing measurement techniques for assessing characteristics of the home and educational environments and personal characteristics of children from birth to 9 years of age. In order to facilitate the use of currently available measures, tests have been categorized in terms of 10 broad areas and subcategorized in terms of the constructs they measure. The 10 areas of classification used are: (1) test batteries measuring many constructs: (2) measures of aptitude and/or intelligence: (3) measures of the ability to cope with cognitive demands: (4) measures of the ability to cope with personal-social demands: (5) family measures: (6) measures of language development: (7) measures of sensory-motor or physical skills or status: (8) measures of subject-matter achievement: (9) measures of teacher and or program: and (10) miscellaneous measures. As indicated above, each measure was further assigned to one or more construct areas depending upon test content. For example, the broad area "ability to cope with cognitive demands" includes tests measuring the following and other constructs: attention: attitude toward school: curiosity: memory: and reasoning. In separate sections of the report the methodology and general conclusions of the review are indicated. Titles of tests are listed by construct in Appendix A. Appendix B provides a guide to the different test listings. (Author/RH)

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PR-72-17

TESTS AND MEASURES IN EARLY CHILDHOOD

Report I

September 1972

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

TESTS AND MEASURES IN EARLY CHILDHOOD

Report I on Task 1

under

OCD Grant Number H-2993 A/H/O

September 1972

This is the first of two reports on the status of existing measurement techniques for assessing characteristics of children between the ages of 0 and 9 and of their home and educational environments. The following people contributed to it: Scarvia Anderson, Thomas Barrows, Ruth Ekstrom, Ann Jungeblut, Elsa Rosenthal, Gray Sidwell, Irving Cantor, Marcy Gekoski, Ann McLaughlin, and Louise Ritenour.

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1. The task and the background for it

In spite of the earlier work by Freud, Montessori, Pestalozzi, Froebel, and even Piaget, the young child was not discovered in a massive way by psychologists, educators, and government agencies until the early 1960s. Hunt, Bloom, and Bruner were the major conveyers of the message that the first eight years of life are the most important for human development, and there was concomitant interest in the critical effect of the environment and learning situations on both personality and cognition. Among the most compelling evidence for the significance of the early years was research demonstrating the wide range of learned responses which the human infant was capable of; it was not necessary to wait upon maturation for the benefits of educational intervention.

Membership in APA Division 7 (Developmental Psychology) burgeoned; special centers for the study of young children (including the handicapped and retarded) were established; Head Start became an instant success followed by Follow Through, Parent and Child Centers, and other national programs administered by a new special Office of Child Development in HEW; ESEA Title I funds were used to establish kindergartens in places that had never had kindergartens before; alternative magic curricula for the very young were put forth by university professors and by publishers with a good eye for the market; industries began to experiment with day care centers as an employee benefit (or necessity in some areas of short labor supply); Oscar of TV's Sesame Street became a word in households of all economic conditions that contained children from three to six; another television effort, The Electric Company, followed with its attempts to teach more children to read than the schools had been successful in doing; efforts were begun to establish a new profession of "child development associate"; and social scientists who had formerly based most of their theories on the behavior of college freshmen found themselves deeply involved in research and evaluation efforts with subjects who could not fill out machine-scorable answer sheets. None of these phenomena shows signs of abating.

Measurement came to serve the operational and research efforts committed to young children in both positive and negative ways. Positively, it was recognized that good measures were necessary to the elucidation of the processes, sequences, and interactions of development, and that they could aid in both the scientist's search for understanding and the practitioner's decisions about appropriate treatment of individuals and groups. The chief misuse of measurement in this area has occurred when a test or measure was confused with a broader behavioral construct; e.g., when scores on a picture vocabulary test were interpreted as "intelligence" or when responses to smiling and frowning photographs were generalized to conclusions about "self-concept." Sometimes these problems could be traced to policy pressures to produce a report quickly, when time was inadequate either for sound instrument development and selection or for the necessary accompanying rational processes. In other cases, the difficulty arose because untrained personnel assumed or were forced into evaluation roles. In all instances of using measurement with young children, however, the enormous

difficulties attending any act of psychological and educational measurement are exacerbated by the child's relatively undifferentiated response system and the rapid developmental changes characteristic of his first few years. It is even the case that developmental changes or meaningful learning can sometimes occur during the very process of measurement.

Doubtless the extraordinary number of new measures that have been developed for young children during the last decade is a partial reflection of these difficulties--and the multiple dissatisfactions with the ways previous researchers or evaluators have dealt with them. But the same difficulties have led researchers also to much reaching for instruments placed on the shelf somewhere by someone else. Neither response is necessarily bad. Still, it is certainly inefficient and contrary to the desire for scientific comparability of results to develop a new measure when an adequate one already exists. It is lamentable, moreover, to use an inappropriate measure primarily because it exists and the investigator happens to be aware of it.

Recently a number of scholars have attempted to get information about published and unpublished measures for young children to researchers and program directors so that ignorance will not prompt either situation.

The most comprehensive attempt is probably that of Johnson and Bommarito (1971), which appeared in preliminary mimeographed form in 1968. It lists 322 unpublished but available measures for children from birth to age 12, classified in terms of different aspects of cognition; personality and emotional characteristics; feelings toward the environment; characteristics of the child's environment; motor skills, brain injury, and sensory perception and discrimination; physical attributes; attitudes and interests not included in earlier categories; social behavior; and "other." For each measure, information on the following is provided: title, author, age range, variable, type of measure, source, description, reliability and validity, and at least one selected reference. There are indexes by author, measure, and subject matter, and the publication should be quite useful to researchers and those conducting evaluation studies. However, because of the nature of the instruments listed, practitioners without specialized training in assessment should probably not be encouraged to use it, and indeed the authors do not address that group. Even though the volume does not provide any overall evaluation of the field of tests and measurements in child development, it is a useful resource for an assessment of the state of the art.

Another major effort in this area--one that encompasses mostly published tests--is that of Annie Butler and her colleagues (1971). They review 80 tests considered usable for diagnosis, screening, evaluation, or research at the preschool level and in addition provide long lists of other test titles with the sources from which they may be obtained. The usefulness of the information provided on many of the tests is enhanced by classifications in terms of preschool educational objectives.

Some other general references that focus on or include descriptions of measures for young children include:

Berger, B. An Annotated Bibliography of Measurements for Young Children. New York: Center for Urban Education, 1969.
A selective listing of assessment instruments appropriate for preschool and kindergarten children. Included are research and commercially available measures of cognitive status, cognitive abilities, perceptual skills, reading readiness, characteristics of cognitive style, and personal-social development.

Buros, O. K. (Ed.) The Seventh Mental Measurements Yearbook. Highland Park New Jersey: The Gryphon Press, 1971.
The Yearbooks, published periodically since 1932, are a comprehensive source of factual and evaluative information about tests which generally are available for open sale. The Seventh Yearbook is the most recent in the series. The two volumes contain information on 1,157 tests. In addition to descriptive information and test reviews, there are bibliographic references to studies and articles pertaining to specific instruments, reviews of publications related to measurement and evaluation, and a current directory of 243 test publishers. Not included in the Yearbooks are tests not generally available, research instruments, or measures which have not been published as separates (i.e., tests included in the appendix of a book, in a research report or journal article).

Hoepfner, R. (Ed.) CSE Elementary School Test Evaluations. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1970.
A compendium of tests, keyed to educational objectives of elementary school education, and evaluated by measurement experts and educators. Evaluations are assigned for meaningfulness, examiner appropriateness, administrative usability, and quality of standardization. Commercial assessment, diagnostic, and prognostic measures appropriate for use in grades one through six are included.

Hoepfner, R., Stern, C., & Nummedal, S. G. (Eds.) CSE-ERIC Pre-School/Kindergarten Test Evaluations. Los Angeles: UCLA Graduate School of Education, School Evaluation Project, Center for the Study of Evaluation, and Early Childhood Research Center, 1971.
A compendium of published assessment, diagnostic and prognostic instruments, keyed to educational objectives for preschool and kindergarten education. Each measure is evaluated in terms of its meaningfulness, examinee appropriateness, administrative usability, and quality of standardization.

Kaya, E. Review of Preschool Tests, 1965-69. New York: Hofstra University, 1969.
Contains an evaluation of preschool test development; a listing of tests constructed during 1965-69, classified under 18 constructs; and a list of tests still under development in 1969. The listing of published tests includes only those for the age range 5 years and below. The following broad areas are covered: achievement, intelligence, language, Piaget-type cognitive structure, social and personality, and techniques for assessing developmental status. Six types of information are given for unpublished tests: variable tested, operationalization and scoring procedures, age range, basic reference, statistical information, type of test.

Bonjean, C. M., Hill, R. J., & McLemore, S. D. Sociological Measurement: Inventory of Scales and Indices. San Francisco: Chandler Publishing Co., 1967.
Bibliographies of measuring instruments representative of main research currents in American sociology during a 12-year period (1954-65). Extensive listings in 78 conceptual classifications are relevant to young children, their families, and their schools.

In addition, there are a number of special purpose reviews or listings of measures, all or some of which are relevant to children under the age of 9. They include Allen and Allen (1967), assessment procedures for use with mentally retarded children; Beatty (1969), measures of affective behavior; Buros (1968) and Farr and Anastasiow (1969), reading readiness and achievement; Coller (1971), Coller and Guthrie (1971), and Wylie (1961), self-concept; Guthrie (1971a), infant development; Guthrie (1971b), social skills; Guthrie (1971c), school readiness; Rosen (1971a), language development; Rosen (1971b), tests for Spanish-speaking children; Simon and Boyer (1967-70), classroom observation instruments; Straus (1969), family measurement techniques; and Buros (1970) and Cattell and Warburton (1967), tests of personality and motivation. The number of test bibliographies and reviews may be rapidly approaching the number of instruments!

What seem to be needed at this stage are (a) an integration of the listings across these various measurement volumes and such other sources as ERIC and the ETS Test Collection, so that potential users can turn to a single retrieval mechanism, (b) a system for periodic updating of the information, and (c), for purposes of development planning, an overall evaluation of the adequacy and coverage of instrumentation with respect to constructs, age levels, assessment methods, and technical characteristics.

Under a grant from the Office of Child Development, Educational Testing Service has begun this task. This report is based upon information obtained on over 1300 measures designed for application either to children under the age of nine or to aspects of their home or educational environments. These measures encompass published and unpublished instruments and include measures designed for use by practioners as well as researchers. The initial evaluation of the field (section 3 of this report) is limited to an appraisal of coverage in terms of construct and age level, with some summary data about the availability of reliability, validity, and normative information for the instruments. Subsequent analyses will focus on the quality of technical data about the measures, variations in assessment techniques, and construct coverage as it relates to assessment method and technical characteristics of the measures. The machinery that will allow these more detailed analyses will also enable periodic updating of information on the measures presently listed and the addition of information about new measures.

2. Methodology

The first task ETS set itself was to provide for potential test users an integration of all already available listings in the area of early childhood development.

Accordingly, a large number of disparate sources were consulted. These include the references cited in section 1, the APA Data Retrieval System, the ETS Test Collection, the ERIC System, the Head Start Test Collection, and the Smithsonian Institution Science Information Exchange Service. A systematic search was made through the test collections and references for copies of each measure. The information in this report is based only on measures actually inspected. Tests or journals that were not available were placed on order whenever the reference was adequate to permit our doing so. It was, however, impossible to obtain copies of all instruments. A supplementary listing is thus being prepared on instruments not initially available for inspection.

The measurement materials included in this review encompass all those suitable for use with young children from birth through age 8 (or third grade). Only instruments in the English language or suitable for non-English-speaking American children are included.

The inspection of each measure included gathering the following items of information: name of test; construct(s) measured; parts or subtests; forms; author; source; age or grade range for which test is appropriate; suitability of test for any special group(s) of subjects, such as the handicapped; data collection method; administrator qualifications; administration time; scoring method--hand or machine; types of scores available--subscores, total; equipment needed; norms; validity information; reliability information; manual available; references included in test material; and additional information about the test. Not all of this information is available for every test, however. Many tests have no manuals and even for those tests that do, the manuals may not include much of this information. For example, the proportion of tests with any kind of normative information (some based on a total sample of less than 10 children) ranged from a high of 68 percent in the area of aptitude and intelligence measures to a low of 2 percent for measures of teacher and program.

A list of constructs was developed to encompass those found in the tests under consideration. These constructs were derived from ones used by the ETS and Head Start Test Collections and from lists of objectives in early education. It seemed wiser to use a construct system that had shown itself to be appropriate for similar tasks than to spend time reanalyzing the constructs underlying each of the tests and attempting to develop a different system of conceptualization. In short, there seemed to be no need to reinvent the wheel.

After the list of constructs was developed, each instrument was placed in one of ten broad areas: (1) test batteries measuring many constructs, (2) measures of aptitude and/or intelligence, (3) measures of the ability

to cope with cognitive demands, (4) measures of the ability to cope with personal-social demands, (5) family measures, (6) measures of language development, (7) measures of sensory-motor or physical skills or status, (8) measures of subject-matter achievement, (9) measures of teacher and/or program, and (10) miscellaneous measures.

Each measure was assigned to one or more construct areas depending upon test content. For each test to which multiple constructs were assigned, one construct was selected as primary and the others were considered as secondary. The terms "references" and "cross references" in this report relate to the secondary constructs.

Of course, any system of assigning measures to constructs is imperfect since it becomes necessary to choose between having an immense miscellaneous categoty or doing some "forcing" of tests into constructs which they are only partly related to. The latter course was chosen for these tabulations; consequently, the rich variety of available tests may not be immediately apparent from a cursory examination of the tables. The discussion of content areas will attempt, therefore, to highlight the variations that are not immediately obvious from the tabular data.

As indicated in section 1, attempts will next be made to "store" all information about individual tests in an easily retrievable form, to provide for a method for future updating of the system, and to carry out further analyses with respect to the body of existing instruments.

3. General conclusions

Results

The results of the test search are presented in Tables 1 through 4 and Appendix A. Table 2 shows the number of tests by category and construct, the number of tests cross-referenced to each construct, and the total number of measures bearing on each construct, both primary and secondary.

Table 3 shows the number of instruments by category and construct, and by age or grade level of reported appropriateness. Table 4 provides information on the availability of reliability, validity, and normative data; and Appendix A provides instrument titles by category and construct. This final table provides access from category and construct to the separate test annotations. Table 1 aggregates the data across measures in a somewhat different way that is useful for the following discussion.

Discussion

The ten categories of measures are ordered in Table 1. Some readers may be surprised by the rankings by number of measures. For example, measures of "Ability to Cope with Personal-Social Demands" are the most numerous in spite of the frequent suggestion that they are largely unavailable. However, the number of direct measures and/or ancillary (referenced) measures should not be considered as an entirely adequate index of the availability of satisfactory measurement within a category, or for a construct. There are several reasons for this:

First, the categories used obviously differ in the extent of their multidimensionality. Using the same example, we note that there are more constructs pertaining to the "Personal-Social" category than to any other. The reader is cautioned to consider specific constructs with the same realization. "Attitudes, Social" and "Personality Adjustment" clearly include numbers of dimensions for which the researcher or educator may want specific indices. "Vocabulary," on the other hand, is accepted as relatively unidimensional.

Second, different categories and/or constructs seem to involve different problems in establishing validity and reliability. For example, behaviors indicative of maximal performance are more easily sampled and observed than those indicative of typical performance. In addition, the contextual constraints on maximal performance seem more straightforward and are better known than are those of typical performance.

With regard to reliability, one consideration which differs from construct to construct is that of stability over time. Stability is an integral part of the conceptualizations of certain traits. Variability is similarly integral to the conceptualizations of others. For example, moods are conceived of as variable over time, while intelligence is generally conceived of as relatively stable. Therefore, temporal stability would be a desired characteristic of the former but not of the latter.

Table 4 shows us that, indeed, the variation in availability of reliability and validity data reflects some of the problems mentioned above. For example, validity information is available for 53 percent of the "Aptitude, Intelligence" measures, whereas only 26 percent of the "Personal-Social" measures provide any information of this type.

In spite of these problems, one thing appears relatively clear: measures of the characteristics of the individual learner are more readily available than those of the learning environment or context. This presents an especially acute problem for educational research if that endeavor is perceived as an attempt to understand the system in which both learner and environment (context) interact. Attempts to control or manipulate the dimensions of educational environments have proved largely ineffective because these environments are too numerous and because laboratory manipulations and controls rarely generalize to real situations within the complex system of the educational world. This inability to control the variation of dimensions of environment makes it critical that we measure naturally occurring variation. The need for additional measures of environment appears, therefore, to be acute. In addition, Table 4 reveals a distressing lack of technical information about those measures that do exist; thus the dilemma is compounded. However, note should be taken of Recommendation 1, p. 9.

The second column in Table 1 orders the categories of measures by numbers of ancillary or referenced measures. This ordering largely corresponds with the ordering by numbers of direct measures and therefore supports the generality of the interpretations of both. The most obvious differences in rank are those for "Ability to Cope with Cognitive Demands" and "Family Measures." Ancillary measurement in these two categories is more prevalent than it is in the other categories.

The third through fifth columns of Table 1 present ranks by extent of availability of normative, reliability, and validity information. The ranks appear consistent within these three columns indicating a general tendency to provide technical information or not to. A marked inconsistency between these three columns and the first two columns is noted however, and so the sixth column was developed--the sum of the five rankings, intended as a gross index of the relative adequacy of measurement or of the relative level of attention received by measurement within the ten categories. The grossness of the index must be stressed, and readers may feel that equal weighting of each index (Number of Measures, Number of References, etc.) is somewhat arbitrary. In the latter case, reweighting is easily accomplished, and the reader is encouraged to try weighting schemes with more personal intuitive appeal.

We, on the other hand, find that the simple sum of ranks confirms many of our expectancies. For example, "Aptitude, Intelligence," a venerable category with a long and generally distinguished history,* appears to have received the most attention or to be the most adequately covered, if you prefer that interpretation. Once again we note that the three categories of environmental measures are distinctly low--the size of the difference between

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*Although one also subject to a great amount of controversy and varying interpretation.

"Family Measures" (35) and the next lowest category (29.5) representing an apparent discontinuity in the series of sums. They seem therefore to constitute a neglected group--one which requires immediate and massive attension for the reasons noted above. We should add at this point that their neglect is not seen as an indictment of the efforts of psychometrists to date. Rather the preponderance of person measures reflects the practical sorting and diagnostic functions required by education, in addition to the requirements and historic traditions of educational research.

The indications of available measures summarized by age levels (Table 3) hold very few surprises. For the most part, there are very few instruments appropriate for use with children three years of age and younger. The major exceptions to this are to be found, as would be expected, in the Infant Development (I,D) construct and the main category of Sensory-Motor, Physical (VII). The obvious difficulties in assessment of young children are undoubtedly related to the paucity in numbers of instruments. For example, in light of the limited verbal skills of very young children, it is understandable that no entries appear for two-year-olds-and-under for the construct Self Concept (IV, V).

More specific conclusions will be drawn on the basis of further consideration of Tables 1 through 4 and of the Appendix, and the descriptions of the measures themselves. Report II will embody these conclusions.

Recommendations

1. Other sources of measurement information should be explored for possible additions to this collection. Serious consideration must be given to at least the areas of sociology, anthropology, and economics if the ability to tap variation in the salient dimensions of persons, treatments, and contexts is required. We note, for example, that socioeconomic status is barely represented in the present collection, while the literatures of both sociology and economics contain numerous such measures.

2. Measures should be categorized according to a scheme which has additional dimensions and finer categories. Current suggestions should be expanded through further consideration, but we may now propose the following:

   a. Types of reliability information, as opposed to simple presence or absence

   b. Types of validity information

   c. Types of diagnostic information, including considerations of treatment relevance

   With respect to reliability, obviously both test-retest stability and internal consistency indices are important factors in considering adequacy of measurement. Undoubtedly, much of the diversity of information concerning internal consistency reflects the fact that choice of a particular method for estimating reliability depends on the kinds of general statements the researcher or test publisher chooses to make.

Pursuit of judgments concerning adequacy of validity information should go beyond the traditional views of concurrent and predictive validity. Population validity, or the generalizability of results across age groups, sex groups, and so forth, must be explored. Ecological validity, or the generalizability of results from one enironment or situation to others, is another important consideration. Task validity, or the generalizability across tasks to a construct, provides one more input for establishing priorities for the generation of a master plan of instrument improvement and development.

Access to instruments by type of diagnostic information appears especially critical at this time. The misuse of labelling is probably widespread and potentially harmful. On the other hand, the creation of sensible diagnostic categories related to differential treatment efficiency is of immense constructive potential.

3. We feel that a full construct-by-construct matrix of ancillary measures (cross references) would provide additional insights, and that it should be calculated in the future. This information bears on both the construct validity of the measures in the categories and the viability of the constructs themselves. It is hoped that relationships in the measurement domain will help clarify the conceptual interrelationships implied in our existing system of psychological concepts.

4. Computerization of the file will allow access or cross-sorting by any one or combination of existing or future categorizing dimensions. It should also provide an efficient means of updating and expanding the data file.

Table 1

Ranking of Categories

Category	Number of Measures	Number of References	% with Norms	% with Demonstrated Reliability	% with Demonstrated Validity	Sum of Ranks
Ability to Cope with Personal-Social Demands	1	1	8	5	6	21
Language Development	2	4	3	3	3	15
Sensory Motor, Physical	3	3	8	8.5	7	29.5
Aptitude, Intelligence	4	5	1	2	1.5	13.5
Ability to cope with Cognitive Demands	5	2	8	8.5	4.5	28
Subject Matter Achievement	6	7	4	4	4.5	25.5
Test Batteries	7	8	2	1	1.5	19.5
Family Measures	8	6	6	7	8	35
Teacher/Program	9	9	10	10	10	48
Miscellaneous	10	10	5	6	9	40
						275

Table 2

Number of Tests by Construct

I. Test Batteries

Construct	Number	Cross Reference	Total
Achievement Battery	40	1	41
Aptitude Battery	10	1	11
Aptitude-Achievement Battery	1	0	1
Infant Development	17	2	19
	68	4	72

II. Aptitude, Intelligence

Construct	Number	Cross Reference	Total
Aptitude, Nonverbal	17	7	24
Aptitude, Verbal	40	13	53
Intelligence, Infant	5	2	7
Intelligence, Group Administered	27	23	50
Intelligence, Individually Administered	32	17	49
School Readiness	48	6	54
	169	68	237

Table 2 (Cont.)

III. Ability to Cope with Cognitive Demands

Construct	Number	Cross Reference	Total
Attention	2	3	5
Attitude Toward School	14	17	31
Cognitive Styles	14	5	19
Creativity and Divergent thinking	12	2	14
Concept Formation	27	36	63
Curiosity	2	0	2
Interests, Cognitive	0	1	1
Memory	3	2	5
Motivation	3	6	9
Piagetian Measures	28	5	33
Reasoning and Problem Solving	7	5	12
Responsiblity and Perseverance	0	2	2
Study Skills	0	2	2
Taking Tests	10	0	10
Task Orientation	1	3	4
	123	89	202

Table 2 (Cont.)

IV. Ability to Cope with Personal-Social Demands

Construct	Number	Cross Reference	Total
Aggression-Hostility	5	7	12
Alienation	0	1	1
Anxiety	5	6	11
Ascendance-Submission	1	0	1
Attitudes, Racial	8	0	8
Attitudes, Social	17	10	27
Behavior Rating Scales	49	29	78
Conformance-Nonconformance	3	1	4
Frustration	2	1	3
Group Behavior, Leadership	6	0	6
Independence, Dependence	4	1	5
Interests, Personal-Social	1	0	1
Introversion-Extroversion	1	3	4
Locus of Control	3	0	3
Masculinity-Femininity	3	2	5
Moral Development	0	2	2
Personality Adjustment, Nonprojective Measures	31	25	56
Personality Adjustment, Projective Measures	61	5	66
Play	2	2	4
Psychosexual Development	3	1	4
Security-Insecurity	1	1	2
Self Concept	61	9	70
Social Competency	12	14	26
Social Perception and Judgement	18	14	32

IV. Ability to Cope with Personal-Social Demands

Construct	Number	Cross Reference	Total
Values	1	0	1
	298	114	430

V. Family Measures

Construct	Number	Cross Reference	Total
Attitudes, Family	34	15	49
Biographical Inventory	2	1	3
Child Rearing Practices and Attitudes	13	6	19
Socioeconomic Status	2	1	3
	51	23	74

VI. Language Development

Construct	Number	Cross Reference	Total
Articulation	19	3	22
Composition	4	0	4
Language Function	33	11	44
Language, Oral	11	7	18
Listening Skills	4	8	12
Phonics	6	8	14
Reading, General	85	5	90
Reading, Diagnostic	25	16	41
Reading, Oral	8	2	10
Reading Readiness	32	6	38
Spelling	14	2	16
Vocabulary	16	5	21
	257	73	330

Table 2 (Cont.)

VII. Sensory Motor, Physical

Construct	Number	Cross Reference	Total
Aphasia	0	3	3
Brain Damage	14	11	25
Disabilities, Learning	9	12	21
Handwriting	4	1	5
Hearing, Auditory Perception	46	6	52
Health	12	0	12
Laterality	5	4	9
Motor Skills	8	10	18
Physical Fitness	6	3	9
Sensory-Motor Skills	38	14	52
Spatial, Perceptual Relations	8	8	16
Tactile Discrimination	3	1	4
Vision	49	15	64
	212	88	300

VIII. Subject Matter Achievement

Construct	Number	Cross Reference	Total
Arithmetic	49	5	54
Arithmetic, Diagnostic	10	1	11
Art	1	0	1
Economics	3	0	3
English	7	0	7
General Knowledge	2	0	2

Table 2 (Cont.)

III. Subject Matter Achievement (Cont.)

Construct	Number	Cross Reference	Total
Health Knowledge	11	0	11
Music	7	0	7
Religion	2	0	2
Social Science	5	0	5
Science	2	0	2
	99	6	104

IX. Teacher/Program

Construct	Number	Cross Reference	Total
Teacher/Course Evaluation	2	0	2
Classroom Interaction	43	2	45
	45	2	47

X. Miscellaneous

Construct	Number	Cross Reference	Total
Braille	6	0	6
Foreign Language	2	0	2
Others	6	0	6
	14	0	14

Table 3

Number of Tests by Construct and by Age/Grade Level

I. Test Batteries

Construct	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Achievement Battery	0	0	0	3	9	22	27	30	40
Aptitude Battery	0	1	2	2	4	4	5	4	10
Aptitude-Achievement Battery	0	0	0	1	1	0	0	0	1
Infant Development	17	10	8	5	5	4	3	2	17
	17	11	10	11	19	30	35	36	68

II. Aptitude, Intelligence

Construct	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Aptitude, Nonverbal	2	2	4	6	9	12	12	14	17
Aptitude, Verbal	2	3	5	7	19	27	29	35	40
Intelligence, Infant	4	4	3	3	3	2	2	2	5
Intelligence, Group Administered	0	0	0	2	4	11	15	20	27
Intelligence, Individually Administered	2	9	15	18	27	30	27	25	32
School Readiness	0	2	9	29	45	32	11	4	48
	10	20	36	65	107	114	96	100	169

*In Table 2 the figures in the total column do not necessarily add across the line since many tests cover more than a single age group.

ble 3 (Cont.)

. Ability to Cope with Cognitive Demands

Construct	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Attention	0	0	1	2	1	1	1	1	2
Attitude Toward School	0	0	1	1	4	9	7	8	14
Cognitive Styles	0	0	3	9	11	12	12	11	14
Creativity and Divergent Thinking	0	0	7	10	11	7	5	5	12
Concept Formation	0	0	3	18	21	21	14	12	27
Curiosity	0	0	0	0	0	2	2	2	2
Interests, Cognitive	0	0	0	0	0	0	0	0	0
Memory	1	1	3	3	3	3	3	3	3
Motivation	0	0	0	3	3	3	2	1	3
Piagetian Measures	3	7	7	19	24	24	22	19	28
Reasoning and Problem Solving	0	0	0	3	2	5	6	4	7
Responsibility and Perseverance	0	0	0	0	0	0	0	0	0
Study Skills	0	0	0	0	0	0	0	0	0
Taking Tests	0	0	2	3	4	8	7	7	10
Task Orientation	0	0	0	1	0	0	0	0	1
	—	—	—	—	—	—	—	—	—
	4	8	27	72	84	95	81	73	123

Table 3 (Cont.)

IV. Ability to Cope with Personal-Social Demands

Construct	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Tot
Aggression-Hostility	0	0	1	4	4	2	2	2	5
Alienation	0	0	0	0	0	0	0	0	0
Anxiety	0	0	1	2	2	4	4	4	6
Ascendance-Submission	0	0	1	1	1	0	0	0	1
Attitudes, Racial	0	1	2	2	5	6	5	5	8
Attitudes, Social	0	0	0	4	8	8	6	9	17
Behavior Rating Scales	1	4	7	21	20	25	21	21	4
Conformance-Nonconformance	0	3	3	3	3	0	0	0	3
Frustration	0	1	1	1	1	1	1	1	2
Group Behavior, Leadership	0	0	1	2	5	6	6	6	6
Independence-Dependence	0	0	1	1	0	0	0	1	4
Interests, Personal-Social	0	0	0	0	1	1	1	1	1
Introversion-Extroversion	0	0	0	1	1	1	1	1	1
Locus of Control	0	0	1	2	2	2	2	3	3
Masculinity-Femininity	0	0	0	1	2	3	2	2	3
Moral Development	0	0	0	0	0	0	0	0	0
Personality Adjustment Nonprojective Measures	1	1	2	4	15	20	18	22	31
Personality Adjustment, Projective Measures	0	5	20	28	37	57	57	59	61
Play	0	0	1	2	1	1	1	1	2
Psychosexual Development	0	0	0	0	1	1	2	3	3

Table 3 (Cont.)

	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Security-Insecurity	1	1	0	0	0	0	0	0	1
Self Concept	0	0	5	16	24	27	31	34	61
Social Competency	4	6	7	8	10	9	7	7	12
Social Perception and Judgment	0	0	1	7	11	11	14	16	18
Values	0	0	0	0	1	1	1	1	1
	7	22	55	110	155	186	182	199	299

Table 3 (Cont.)

V. Family Measures

Construct	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Attitudes, Family	1	3	10	17	20	17	18	18	34
Biographical Inventory	0	0	0	0	0	0	0	2	2
Child Rearing Practices and Attitudes	2	2	5	5	4	5	5	6	13
Socioeconomic Status	0	0	0	0	1	2	0	0	2
	3	5	15	22	25	24	23	26	51

VI. Language Development

	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Articulation	0	1	5	8	11	16	15	13	19
Composition	0	0	0	0	0	0	4	4	4
Language Function	4	6	11	17	20	22	21	17	33
Language, Oral	1	2	5	7	9	10	6	6	11
Listening Skills	0	0	1	1	1	1	2	2	4
Phonics	0	0	0	0	1	6	6	6	6
Reading, General	0	0	0	0	5	35	47	58	85
Reading, Diagnostic	0	0	0	0	5	16	22	22	25
Reading, Oral	0	0	0	0	2	7	8	8	8
Reading Readiness	0	0	1	5	24	28	5	5	32
Spelling	0	0	0	0	0	3	8	14	14
Vocabulary	1	1	4	5	7	12	12	13	16
	6	10	27	43	85	156	156	168	257

le 3 (Cont.)

t. Sensory Motor, Physical

Construct	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Aphasia	0	0	0	0	0	0	0	0	0
Brain Damage	1	1	2	5	5	10	10	10	14
Disabilities, Learning	0	1	2	3	4	5	7	6	9
Handwriting	0	0	0	1	1	4	4	4	4
Hearing, Auditory Perception	7	7	11	14	18	40	42	41	46
Health Records	8	2	2	4	4	4	4	5	12
Laterality	0	0	0	0	0	2	5	5	5
Motor Skills	0	0	1	1	1	4	4	6	8
Physical Fitness	0	0	1	1	2	4	5	6	6
Sensory-Motor Skills	3	5	7	20	30	31	29	27	38
Spatial, Perceptual Relations	0	0	0	0	3	8	8	7	8
Tactile Discrimination	0	0	1	1	1	2	2	2	3
Vision, Visual Perception	4	6	13	22	32	44	41	41	49
	23	22	40	72	101	159	161	120	202

Table 3 (Cont.)

VIII. Subject Matter

Construct	Under 2	2	3	Preschool 4	K 5	G-1 6	G-2 7	G-3 8	Total
Arithmetic	0	0	1	2	4	14	24	35	49
Arithmetic, Diagnostic	0	0	0	1	1	3	9	10	10
Art	0	0	0	0	0	0	0	1	1
Economics	0	0	0	0	0	1	2	2	3
English	0	0	0	0	0	0	2	7	7
General Knowledge	0	0	1	2	2	2	2	2	2
Health Knowledge	0	0	0	0	5	6	6	10	11
Music	0	0	0	0	2	2	3	7	7
Religion	0	0	1	1	1	1	1	2	2
Social Studies	0	0	0	0	2	3	3	5	5
Science	0	0	0	1	1	2	1	0	2
	0	0	3	7	18	34	53	81	99

IX. Teacher/Program

Construct									
Teacher/Course Eval.	0	0	0	1	2	2	2	2	2
Classroom Interaction	0	1	1	6	6	38	38	39	43
	0	1	1	7	8	40	40	41	45

X. Miscellaneous

Construct									
Braille	0	0	0	0	2	4	5	5	6
Foreign Language	0	0	0	0	0	0	1	2	2
Others	0	0	1	1	3	5	4	4	6
	0	0	1	1	5	9	10	11	14

Table 4

Number and Percentage of Tests Having Normative, Reliability, and Validity Information

I. Test Batteries

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Achievement Battery	40	31	78	29	73	22	55
Aptitude Battery	10	6	60	7	70	6	60
Aptitude-Achievement Battery	1	0	0	0	0	0	0
Infant Development Battery	17	3	18	9	53	8	47
	—	—	—	—	—	—	—
	68	40	59%	45	66%	36	53%

II. Aptitude, Intelligence

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Aptitude, Nonverbal	17	12	71	11	65	12	71
Aptitude, Verbal	40	28	70	21	53	21	53
Intelligence, Infant	5	3	60	3	60	3	60
Intelligence, Group Administered	27	23	85	17	63	17	63
Intelligence, Individually Administered	32	23	72	21	66	18	56
School Readiness	48	26	54	19	40	19	40
	—	—	—	—	—	—	—
	169	115	68%	92	54%	90	53%

Table 4 (Cont.)

III. Ability to Cope with Cognitive Demands

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Attention	2	1	50	2	100	1	50
Attitude Toward School	14	3	21	3	21	3	21
Cognitive Styles	14	8	57	8	57	8	57
Creativity and Divergent Thinking	12	3	25	3	25	3	25
Concept Formation	27	12	44	3	11	6	22
Curiosity	2	1	50	1	50	1	50
Interests, Cognitive	0						
Memory	3	1	33	1	33	1	33
Motivation	3	2	67	2	67	2	67
Piagetian Measures	28	8	29	7	25	6	21
Reasoning and Problem Solving	7	0	0	4	0	4	0
Responsibility and Perseverance	0	0	0	0	0	0	0
Study Skills	0	0	0	0	0	0	0
Taking Tests	10	0	0	0	0	1	0
Task Orientation	1	0	0	1	0	0	0
	123	39	32%	35	28%	36	29%

Table 4 (Cont.)

IV. Ability to Cope with Personal-Social Demands

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Aggression-Hostility	5	3	60	3	60	3	60
Alienation	0	0	0	0	0	0	0
Anxiety	6	2	33	3	50	3	50
Ascendance-Submission	1	0	0	1	100	1	100
Attitudes, Racial	8	2	25	4	50	0	0
Attitudes, Social	17	3	18	12	71	5	0
Behavior Rating Scales	49	10	0	15	0	9	0
Conformance-Nonconformance	3	3	100	2	67	2	67
Frustration	2	0	0	1	50	1	50
Group Behavior, Leadership	6	2	33	3	50	2	33
Independence-Dependence	4	1	25	1	25	1	25
Interests, Personal-Social	1	0	0	0	0	0	0
Introversion-Extroversion	1	1	100	1	100	1	100
Locus of Control	3	2	67	1	33	1	33
Masculinity-Femininity	3	3	100	1	33	0	0
Moral Development	0	0	0	0	0	0	0
Personality Adjustment, Nonprojective Measures	31	10	33	14	45	10	32
Personality Adjustment, Projective Measures	61	25	41	20	33	18	30
Play	2	0	0	2	100	0	0
Psychosexual Development	3	0	0	1	33	2	67
Security-Insecurity	1	1	100	1	100	0	0
Self Concept	61	17	28	20	33	13	21
Social Competency	12	5	42	2	17	1	8
Social Perception and Judgment	18	6	33	12	67	4	22
Values	1	0	0	0	0	0	0
	299	96	32%	120	40%	77	26%

Table 4 (Cont.)

V. Family Measures

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Attitudes, Family	49	13	27	15	31	9	18
Biographical Inventory	2	0	0	0	0	0	0
Child Rearing Practices and Attitudes	13	11	85	6	46	6	46
Socioeconomic Status	2	0	0	0	0	0	0
	66	24	36%	21	32%	15	23%

VI. Language Development

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Articulation	19	10	53	8	42	9	47
Composition	4	2	50	1	25	1	25
Language Function	33	8	24	14	42	11	33
Language, Oral	11	7	64	2	18	5	45
Listening Skills	4	4	100	4	100	1	25
Phonics	6	2	33	1	17	1	17
Reading, General	85	51	60	43	51	35	41
Reading, Diagnostic	25	7	28	12	48	7	28
Reading, Oral	8	6	75	5	63	4	50
Reading Readiness	32	25	78	15	47	16	50
Spelling	14	7	50	5	36	1	7
Vocabulary	16	4	25	5	31	3	19
	257	133	52%	115	45%	94	37%

Table 4 (Cont.)

VII. Sensory Motor, Physical

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Aphasia	0	0	0	0	0	0	0
Brain Damage	14	2	14	6	43	3	21
Disabilities, Learning	9	3	33	2	22	4	44
Handwriting	4	3	75	1	25	1	25
Hearing, Auditory Perception	46	12	26	8	17	7	15
Health Records	12	3	25	6	50	4	33
Laterality	5	2	40	2	40	1	20
Motor Skills	8	5	63	2	25	2	25
Physical Fitness	6	2	33	0	0	1	17
Sensory Motor Skills	38	18	47	17	45	12	32
Spatial, Perceptual Relation	8	4	50	5	63	4	50
Tactile Discrimination	3	1	33	0	0	0	0
Vision, Visual Perception	49	10	20	8	16	6	12
	202	65	32%	57	28%	45	22%

Table 4 (Cont.)

VIII. Subject Matter

Construct	Total	Norms		Reliability		Validity	
		N	%	N	%	N	%
Arithmetic	49	20	41	20	41	11	20
Arithmetic, Diagnostic	10	4	40	2	20	2	20
Art	1	1	100	0	0	0	0
Economics	3	1	33	1	33	0	0
English	7	7	100	6	86	3	43
General Knowledge	2	1	50	2	100	0	0
Health Knowledge	11	2	18	2	18	1	9
Music	7	5	71	5	71	5	71
Religion	2	1	50	2	100	2	100
Science	2	0	0	1	50	1	50
Social Studies	5	1	20	1	20	2	40
	99	43	43%	42	42%	27	29%

IX. Teacher/Program

Construct							
Teacher/Course Eval.	2	0		0		0	0
Classroom Interaction	43	1	2	2	5	1	2
	45	1	2%	2	5%	1	2%

X. Miscellaneous

Construct							
Braille	6	2	33	2	33	1	17
Foreign Language	2	2	100	1	50	1	50
Others	6	1	17	1	17	0	0
	36	5	42%	4	33%	2	17%

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Appendix A

Titles of Tests by Construct

I. Test Batteries

Construct

A. Achievement Battery

American School Achievement Tests, Primary Battery I

American School Achievement Test, Primary Battery II

Bristol Achievement Tests

Burt Scholastic Test

California Achievement Tests, Lower Primary

California Achievement Tests, Upper Primary

California Achievement Tests, Level I, II

Canadian Tests of Basic Skills

Comprehensive Tests of Basic Skills, Level I

Cooperative Primary Tests

Gray-Votaw-Rogers General Achievement Test, Primary

Independent School Admission Testing Program for K-4

Initial Learning Assessment

Iowa Every Pupil Test of Basic Skills

Iowa Tests of Basic Skills, Forms 1 and 2

Metropolitan Achievement Tests, Elementary

Metropolitan Achievement Tests, 1970 Edition

Metropolitan Achievement Tests, Primer

Metropolitan Achievement Tests, Primary 1

Metropolitan Achievement Tests, Primary 1, 1970 Edition

Metropolitan Achievement Tests, Primary II, 1960 Edition

Metropolitan Achievement Tests, Primary II, 1970 Edition

National Guidance Testing Program, Series II

Northumberland Standardized Tests

Peabody Individual Achievement Test

SRA Achievement

SRA Achievement Series, Grades 1-2

SRA Growth Scales

STS Educational Development Series, Primary

Screening Tests to Be Used by the Classroom Teacher

Seven Plus Assessment

Stanford Achievement Test, Primary 1

Stanford Achievement Test, Primary 2

Stanford Early School Achievement Test, Levels 1 and 2

Test of Reading and Number

Test of Basic Experiences, Levels K and L

Wide Range Achievement Test, 1946 Edition

Wide Range Achievement Test, 1965 Edition

Zip Test

B. Aptitude Battery

ACER Lower Grades Ability Test

Analysis of Learning Potential

Analysis of Learning Potential (ALP) Primary Battery II

Cognitive Abilities Test (CAT), Multi-Level Edition

Fascinating Fives Learning Inventory

Picture Completion Test (QPPSI)

Pintner-Cunningham Primary Test-Revised Edition.

Primary Mental Abilities Test, Gr. K-1

Primary Mental Abilities Test, Gr. 2-4

Valett Developmental Survey of Basic Learning Abilities

C. Aptitude Achievement Battery

Preschool and Kindergarten Performance Profile

D. Infant Development Battery

Albert Einstein Scales of Sensory-Motor Development

Bayley Scales of Infant Development

Denver Developmental Screening Test (DDST)

Developmental Screening Inventory

Early Identification and Treatment of the Infant Retardate

Fantz-Nevis Visual Preference Test

Frichtl-Peterson Tool for the Assessment of Motor Skills

Gesell Preliminary Behavior Inventory

Hetzer-Wolf Test for Infants

Infant Rating Scale

Infant Security Scales

Merrill-Palmer Logarithmic Developmental Graph

Pain Threshold Test

Preschool Attainment Record

Ricciuti Object Grouping and Selective Ordering Tasks

Viennèse Test Series

Wetzel Grid Charts: The Baby Grid

Cross References

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Achievement Battery

Preschool Assessment Test - Experimental Form 2
SEE School Readiness Battery

Aptitude Battery

Primary Mental Abilities Test, Gr. 2-4
SEE Intelligence, Group Administered

Infant Development

The Abilities of Babies
SEE Intelligence, Infant

Vineland Social Maturity Scale, Fourth Edition
SEE Social Competency

II. Aptitude, Intelligence

Construct

A. Aptitude, Nonverbal

A.C.E.R. Junior Non Verbal Test

Chicago Non Verbal Examination

Goodenough-Harris Drawing Test

Kahn Intelligence Tests: Experimental Form (KIT) - Exp.

Non-Readers Intelligence Test

Non-verbal Test BD

Pacific Design Construction Test

The Passalong Test

Queensland Test

Ring and Peg Tests of Behavior Development

Rutgers Drawing Test

Seguin-Goddard Formboard

Sleight Non-verbal Intelligence Test

Sleight Non-verbal Intelligence Test: Preston Revision

Snijders-Oomen Non-verbal Intelligence Scale South African Standardization

Stencil Design Test I

Target Game

B. Aptitude, Verbal

A.C.E.R. Junior Test A

American School Intelligence Test, Primary Battery (ASIT)

Babcock Test of Mental Efficiency

Bund Learning Aptitude Test (BLAT)

Body Parts Name Inventory

Bombay-Karnatak Revision of the Binet-Simon Scale

Linguistic Capacity Index

California Abbreviated WISC (CAW-MR) for Educable Mentally Retarded

California Abbreviated WISC (CAW-LG) for Intellectually Gifted Child

Canadian Intelligence Test

Cattell Intelligence Tests, Scale I

Cooperative Inter-American Tests: General Ability, Primary Level

Cotswold Junior Ability Test

Deeside 7+ Picture Test

Detroit Tests of Learning Aptitude

Dominion Group Test of Learning Capacity, Primary

The Essential Intelligence Tests

Foster Maze A

Foster Maze B

Group Diagnostic Reading Aptitude and Achievement Tests, Intermedi form

Hildreth's Checklist for Gifted Children

Intermediate Classification Test

Intermediate Verifying Test

Kent Series of Emergency Scales

Kuhlmann-Anderson Intelligence Test, Seventh Edition

Kuhlmann-Finch Tests, Second Edition

Mental Ability, Primary

Moray House Picture Intelligence Test

Oregon Academic Ranking Test

Otis Lennon Mental Ability Test

Preschool Language Scale

Pressey Intermediate Classification Verifying Tests, Self-Scoring Edition

Primary Classification Test

Quick Screening Scale of Mental Development (QSS)

Short Test of Educational Ability

Short Form Test of Academic Aptitude: Level I, II

Stanford Binet Intelligence Scale, Third Edition

Tests of General Ability

Tests of General Ability, Grades K-2

Tomlinson Junior School Test

Verbal Test BC

C. Intelligence, Infant

The Abilities of Babies

Infant Intelligence Scale

Kuhlman-Binet Intelligence Scale

Kuhlmann Tests of Mental Development

Merrill-Palmer Scale of Mental Tests

D. Intelligence, Group Administered

Analyses of Learning Potential (ALP) Primary 1 Battery

Barranquilla Rapid Survey Intelligence Test

California Short-Form Test of Mental Maturity, Level 0

California Short-Form Test of Mental Maturity, Level 1

California Short-Form Test of Mental Maturity, Level 1 H

California Test of Mental Maturity, Long Form, 1963 Revision

Canadian Lorge-Thorndike Intelligence Tests, Levels A-F

Carlton Picture Intelligence Test

Cognitive Abilities Test, Primary I and II

Detroit Beginning First-Grade Intelligence Test Five (Revised)

Gilliland Learning Potential Examination

Picture Test

Henmon-Nelson Tests of Mental Ability, Original Self-Marking Edition

Junior School Grading Test

Kelvin Measurement of Mental Ability

Lorge-Thorndike Intelligence Tests Primary Level

Lorge-Thorndike Intelligence Tests, Multi-Level Edition (Levels A-H)

Orally Preserved Group Intelligence Test for Juniors

Otis Quick-Scoring Mental Ability Tests, Alpha Tests

Otis Quick-Scoring Mental Ability Tests: New Edition

Picture-Test A

Prueba Colectiva Puertorriquena de Capacidad Mental (Puerto Rican Collective Test of Mental Ability)

Primary Mental Abilities Test, Gr. 2-4

Public School Primary Intelligence Test

Safran Culture Reduced Intelligence Test: Scale 1

Simplex Junior "A" Intelligence Test

Simplex Junior Intelligence Scale

E. Intelligence, Individually Administered

Arthur Point Scale of Performance Tests

Children's Picture Information Test (CPIT)

Columbia Mental Maturity Scale

Experimental Group Version of Progressive Materials

Face-Hand Test

Full-Range Picture Vocabulary Test (FRPUT)

Hiskey-Nebraska Test of Learning Aptitude

Culture Fair Intelligence Test

Interim Hayes-Binet Intelligence Tests for the Blind 1942

Johns Hopkins Perceptual Test

Koppitz Drawing Scale of Developmental Maturity

Leiter International Performance Scale

Minnesota Preschool Scale

Ohwaki-Kohs Tactile Block Design Intelligence Test for the Blind

Peabody Picture Vocabulary Test

Phillippine Nonverbal Intelligence Test

Pictorial Test of Intelligence

The Porteus Maze Test

A Profile for the Stanford-Binet (L-M)

Quick Test

Rhoades Wisc Scatter Profile

Slosson Intelligence Test for Children and Adults

Van Alstyne Picture Vocabulary Test

Verbal Scale

Wechsler Intelligence Scale for Children

WISC: Australian Version

Wechsler Intelligence Scale for Children: Description Sheet

Wechsler Intelligence Scale for Children: Scoring Criteria

Wechsler Intelligence Scale for Children: Test Profile

Wechsler Preschool and Primary Scale of Intelligence

Wechsler Preschool and Primary Scale of Intelligence: Supplemental Test Profile

Williams Intelligence Test for Children with Defective Vision

F. School Readiness Battery

ADK Kindergarten Screening

Ahr's Individual Development Survey

Anton Brenner Developmental Gestalt Test of School Readiness

APELL Test (Assessment Program of Early Learning Levels)

Bingham Button Test

Boehm Test of Basic Concepts

Child Development Questionnaire

The Contemporary School Readiness Test

Cooperative Preschool Inventory (1967 ed.)

Developmental Potential of Preschool Children

Early Detection Inventory

Early Education Screening Test

Evanston Early Identification Scale, Field Research Edition

First Day of School Questions

First Grade Screening Test

Gesell Developmental Kit

Group Tests for 5/6 and 7/8 Year Olds

Hammond-Skipper Pre-School Achievement Rating Scale

Inter-American Series: Test of General Ability, Level 1-Primary, Abbreviated Edition

Inter-American Series: Test of General Ability, Levels I and II, Primary

Inter-American Series: Test of General Ability, Preschool Level

Inventory of Readiness Skills

Kindergarten Evaluation of Learning Potential

Kindergarten Goal Card

Kindergarten Tests

Let's Look at Children

Maturity Level for School Entrance and Reading Readiness

New York State Readiness Tests

Parent Readiness Evaluation of Preschoolers

Pre-Grade One Goal Card (Kindergarten)

Pre-Kindergarten Goal Card: 1968 Revision

Preprimary Profile: Introduction to My Child

Preschool Academic Skills Test

Preschool and Early Primary Skill Survey

Preschool Inventory (Cooperative), Revised Ed. (1970)

Preschool Assessment Test: Experimental Form 2

Pretest for Beginning First Grade Children

Primary Academic Sentiment Scale (PASS)

Psychological Profile of Basic Learning Abilities

School Readiness Checklist (Ready or Not?)

School Readiness Survey (SRS)

School Readiness: Behavior Tests Used at the Gesell Institute (1964-65)

Screening Test for the Assignment of Remedial Treatments (START)

Screening Test of Academic Reading (START)

Sprigle School Readiness Screening Test (SSRST)

Task Accomplishment Inventories

Vane Kindergarten Test (VKT)

Walker Readiness Test for Disadvantaged Preschool Children

Cross References

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Aptitude-nonverbal

Body Parts Name Inventory
SEE Aptitude, Verbal

Gilliland Learning Potential Examination
SEE Intelligence, Group Administered

Hiskey-Nebraska Test of Learning Aptitude
SEE Intelligence, Individually Administered

Merrill-Palmer Scale of Mental Tests
SEE Intelligence, Infants

Quick Screening Scale of Mental Development (QSS)
SEE Aptitude, verbal

Safran Culture Reduced Intelligence Test: Scale 1
SEE Intelligence, Group Administered

Aptitude-Verbal

Barranquilla Rapid Survey Intelligence Test
SEE Intelligence, Group Administered

The Crichton Vocabulary Scale
SEE Vocabulary

Detroit Beginning First-Grade Intelligence Test Five (Revised)
SEE Intelligence, Group Administered

Gilliland Learning Potential Examination
SEE Intelligence, Group Administered

Group Tests for 5/6 and 7/8 year olds
SEE School Readiness Battery

Henmon-Nelson Tests of Mental Ability, Original Self Marking Edition
SEE Intelligence, Group Administered

Initial Learning Assessment
SEE Achievement Battery

Junior School Grading Test
SEE Intelligence, Group Administered

Kelvin Measurement of Mental Ability
SEE Intelligence, Group Administered

Cross References (cont.)

Aptitude-Verbal (cont.)

National Guidance Testing Program Series II
SEE Achievement Battery

Preschool and Early Primary Skill Survey
SEE School Readiness Battery

Quick Test
SEE Intelligence, Individually Administered

Wide Range Vocabulary Test
SEE Vocabulary

Intelligence - group

A.C.E.R. Junior Test A
SEE Aptitude, Verbal

American School Intelligence Test, Primary Battery (ASIT)
SEE Aptitude, Verbal

Boehm Test of Basic Concepts
SEE School Readiness Battery

Cattell Intelligence Tests, Scale I
SEE Aptitude, Verbal

Chicago Non-Verbal Examination
SEE Aptitude-nonverbal

Cotswold Junior Ability Test
SEE Aptitude, Verbal

Deeside 7+ Picture Test
SEE Aptitude, Verbal

Dominion Group Test of Learning Capacity, Primary
SEE Aptitude, Verbal

The Essential Intelligence Tests
SEE Aptitude, Verbal

Group Tests for 5/6 and 7/8 Year Olds
SEE School Readiness Battery

Culture Fair Intelligence Test
SEE Intelligence, Individually Administered

Kent Series of Emergency Scales
SEE Aptitude, Verbal

Cross References (cont.)

Intelligence - group (cont.)

Kuhlmann-Anderson Intelligence Test, Seventh Edition
SEE Aptitude, Verbal

Kuhlmann-Finch Tests, Second Edition
SEE Aptitude, Verbal

Moray House Picture Intelligence Test
SEE Aptitude, Verbal

Non-Readers Intelligence Test
SEE Aptitude-Nonverbal

Pre-Primary Mental Ability Test
SEE Reading Readiness

Primary Mental Abilities Test, Gr. K-1
SEE Aptitude Battery

Rutgers Drawing Test
SEE Aptitude, Nonverbal

Sleight Non-verbal Intelligence Test
SEE Aptitude, Nonverbal

Sleight Non-verbal Intelligence Test: Preston Revision
SEE Aptitude, Nonverbal

The TAMA General Knowledge
SEE General Knowledge

Tomlinson Junior School Test
SEE Aptitude, Verbal

Intelligence, Individually Administered

Blind Learning Aptitude Test
SEE Aptitude, Verbal

Bombay-Karnatak Revision of the Binet-Simon Scale
SEE Aptitude, Verbal

California Abbreviated WISC (CAW-MR) for Educable Mentally Retarded
SEE Aptitude, Verbal

California Abbreviated WISC (CAW-LG) for Intellectually Gifted Child
SEE Aptitude, Verbal

Canadian Intelligence Test
SEE Aptitude, Verbal

Cross References (cont.)

Intelligence, Individually Administered (con't)

Draw-A-Scene Test
SEE Personality Adjustment

Foster Maze A
SEE Aptitude, Verbal

Foster Maze B
SEE Aptitude, Verbal

Gilliland Learning Potential Examination
SEE Intelligence, Group Administered

Goodenough-Harris Drawing Test
SEE Aptitude, Nonverbal

Kent Series of Emergency Scales
SEE Aptitude, Verbal

The Passalong Test
SEE Aptitude, Nonverbal

Pacific Design Construction Test
SEE Aptitude, Nonverbal

Ring and Peg Tests of Behavior Development
SEE Aptitude, Nonverbal

Rutgers Drawing Test
SEE Aptitude, Nonverbal

Snijders-Oomen Non-verbal Intelligence Scale South African Standardization
SEE Aptitude, Nonverbal

Stanford Binet Intelligence Scale, Third Edition
SEE Aptitude, Verbal

Infant Intelligence

Children's Picture Information Test (CPIT)
SEE Intelligence, Individually Administered

Cross References (cont.)

School Readiness

Academic Readiness and End of First Grade Progress Scales
SEE Behavior Rating Scales

California Short-Form Test of Mental Maturity, Level 0
SEE Intelligence, Group Administered

Child Interview
SEE Reading Readiness

Cognitive Abilities Test, Primary I & II
SEE Intelligence, Group Administered

Fascinating Fives Learning Inventory
SEE Aptitude Battery

Riley Preschool Developmental Screening Inventory
SEE Self Concept

III. Ability to Cope with Cognitive Demands

Construct

A. Attention

Fixation Time

Relevant Redundant Cue Concept Acquisition Task

B. Attitudes Toward School

Attitude Toward School Questionnaire

Classroom Behavior Scales

The Faces: Non-Verbal Attitude Scale

Instructional Objectives Exchange: Objectives Collection on Attitude Toward School

An Inventory of Reading Attitude

Medinnus First Grade Adjustment Scale

Picture Story Test

Politte Sentence Completion Test, Elementary School Form

Primary Pupil Reading Attitude Inventory

The Projective Tests of Attitudes (PTOA)

Pupil Questionnaire

(Scale of Attitudes Toward School Guidance) Attitudes Toward a Guidance Program

Sechrest's Structured Interview Schedule with Children

Student Evaluation Scale

C. Cognitive Styles

An Abstraction Test for Use with Cerebral Palsied Children

Children's Embedded Figures Test

Concept Sorting Task

Cognitive Styles Test

Fruit-Distraction Test

Guessing Birds and Cats Task

Hidden Figures Test (HFT)

Matching Familiar Figures

Matching Familiar Figures Test (Version developed by Lewis et al 1968)

Open Field Test

Preschool Embedded Figures Test

Progressive Matrices

Sigel Conceptual Style Sorting Task

Stroop Color-Word Test (Modified Form)

D. Creativity and Divergent Thinking

A Non-Verbal Uses Test

Children's Drawings

Gross Geometric Forms

Ideational Fluency Tests

Mother Goose Problems Test, Revised Edition

Naming Category Instances

Ohio State Picture Preference Scale

Originality Test

Test of Alternate Uses

Torrance Tests of Creative Thinking, Research Edition

What Could It be: Pilot Edition

Uses Test

E. Concept Formation

Basic Concept Inventory

Color Name Inventory

Concept Assessment Kit, Conservation

al Concept Formation Test I

Concept Formation Test II

Concept Sorting Task

Conceptual Styles Sorting Task

Eight Block Sorting Test

ETS Logical Reasoning Tests

Inductive Concept Identification Task

Kasanin-Hanfmann Concept Formation Test

Life Science Concept Test

Meaning of Opposition

Multiple Categorization Test

Non-Verbal Representation Tasks

Object-Picture Categorization Test

Object-Sort Task

Orientation Scale

Picture Block Test

Safier's Animism Test

Same-Different Inventory - 1

Same-Different Inventory - 3

Shape Name Inventory

Tanaka Classification Test

Time Concept Test

Toy Sorting Task

The Ward Haptie Visual Matching Test

F. Curiosity

Behavior Profile

Incongruity Game

G. Interests, Cognitive

H. Memory

Form Memory

Memory for Objects

Stanford Memory Test

I. Motivation

Figures Used in Measuring Reading Achievement Motivation

Gumpgookies

Student Self-Assessment Checklist

J. Piagetian Measures

A Measure of Piaget's "Reciprocity" Concept

Bell Object Scale

Bell Person Permanence Scale

The Concept of Dream

The Concept of Life

Conceptions of Religious Denominations

Concepts of Left and Right

Conservation of Numbers

Conservation Pictures Task

Construction of a Projective Straight Line

Coordination of Perspectives

Delay of Gratification Test

Discrimination, Seriation, Numeration Test

Dodwell's Number Concept Test

ETS Enumeration Task

ETS Spatial Egocentrism

The Floating and Sinking of Objects

Localization of Topographical Positions

The Matrix Test

The Movement of Clouds

Number Conservation Task

Objectal Scale

Origin of Night

Physical Identity and Sex Role Constancy Task

Spontaneous Correspondence

Stereognostic Recognition of Objects and Forms

Territorial Decentration Test

K. Reasoning and Problem Solving

Child Transition Test

Conceptual Style Test

Deductive Reasoning Test

Generalization-Discrimination Test

Irwin-Hammill Abstraction

Tests of Mental Ability

Wisconsin Card Sorting Test

L. Responsibility and Perseverance

M. Study Skills

N. Taking Tests

Academic Evaluation Council: Primary Pilot Test

Children's Test-Anxiety Scale

Cooperative Primary Test: Pilot Test

Expanded Test Anxiety Scale for Children (Feld and Lewis)

Expanded Test Anxiety Scale for Children (Gold and Feld)

Head Start Inventory of Factors Affecting Test Performance

Modified Hertzig Procedure

Paper/Pencil Test Observation Record

Test Anxiety Scale for Children

Test Situation Ratings of Children

O. Task Orientation

Intensity of Involvement Scale

Cross References

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Attention

Beep Masking Test
SEE Hearing & Auditory Perception

Classroom Noise Masking Test
SEE Hearing & Auditory Perception

Continuous Performance Test - Visual
SEE Brain Damage

Attitudes Toward School

Attitudes Toward Self & School "Paces" Test
SEE Self Concept

Classroom Behavior Inventory: Preschool to Primary
SEE Aggression-Hostility

Faces Scale
SEE Self Concept

Figures Used in Measuring Reading Achievement Motivation
SEE Motivation

Five-Point Rating Scale for the Young Trainable Child
SEE Health Knowledge

Functional Readiness Questionnaire for School & College Students
SEE Reading Diagnosis

How I See Myself Scale: Elementary Form
SEE Self Concept

Intellectual Achievement Responsibility Questionnaire
SEE Locus of Control

Intensity of Involvement Scale
SEE Task Orientation

Learner Self-Concept Test
SEE Self Concept

Ohio State Picture Preference Scale
SEE Creativity and Divergent Thinking

Rating Scale for Rating Reading Achievement Efforts
SEE Reading, General

Cross References (cont.)

Attitudes Toward School (cont.)

School Observation Schedule Scales
SEE Personality Adjustment, Nonprojective Measures

Self-Concept as a Learner Scale - Elementary
SEE Self Concept

Attitudes Toward School

Self-Concept of Ability Scale (SCAS)
SEE Self Concept

S W C E L Student Questionnaire
SEE Personality

Cognitive Styles

Conceptual Styles Sorting Task
SEE Concept Formation

Illinois Test of Psycholinguistic Abilities: Revised Ed.
SEE Language Function

Object-Picture Categorization Test
SEE Concept Formation

Serial Learning Tasks: Auditory and Visual
SEE Hearing and Auditory Perception

Word Association Test
SEE Vocabulary

Creativity and Divergent Thinking

Project Head Start Behavior Inventory
SEE Behavior Rating Scales

Wisconsin Card Sorting Test
SEE Reasoning and Problem Solving

Concept Formation

Bingham Button Test
SEE School Readiness Battery

The Concept of Dream
SEE Piagetian Measures

Cross References (cont.)

Concept Formation (cont.)

The Concept of Life
SEE Piagetian Measures

Concept Sorting Task
SEE Cognitive Styles

Concepts of Left & Right
SEE Piagetian Measures

Conservation of Number
SEE Piagetian Measures

Construction of a Projective Straight Line
SEE Piagetian Measures

Coordination of Perspectives
SEE Piagetian Measures

Dodwell's Number Concept Test
SEE Piagetian Measures

ETS Enumeration Task
SEE Piagetian Measures

The Floating & Sinking of Objects
SEE Piagetian Measures

Initial Learning Assessment
SEE Achievement Battery

Left-Right Discrimination Test
SEE Sensory-Motor Skills, Combined

Leicester Number Test
SEE Arithmetic

Localization of Topographical Positions
SEE Piagetian Measures

MacLatchy Test of the Preschool Child's Familiarity with Measurement
SEE Arithmetic

The Matrix Test
SEE Piagetian Measures

The Movement of Clouds
SEE Piagetian Measures

Cross References (cont.)

Concept Formation (cont.)

Number Conservation Task
SEE Piagetian Measures

Objectal Scale
SEE Piagetian Measures

Origin of Night
SEE Piagetian Measures

Pre-Grade One Goal Card (Kindergarten)
SEE School Readiness Battery

Pre-Kindergarten Goal Card: 1968 Revision
SEE School Readiness Battery

Prepositions Inventory/Linguistic Concepts
SEE Language Function

Quantity Matching Inventory-1/Mathematics
SEE Arithmetic

Quantity Matching Inventory-1/Mathematics, Set A: Experimental Version 1971
SEE Arithmetic

Relational Concepts Inventory/Pre-Math
SEE Arithmetic

Relational Concepts Inventory/Pre-Science
SEE Science

Ricciuti Object Grouping & Selective Ordering Tasks
SEE Infant Development

Stereognostic Recognition of Objects & Forms
SEE Piagetian Measures

Task Accomplishment Inventories
SEE School Readiness Battery

Territorial Decentration Test
SEE Piagetian Measures

A Test of Understanding of Selected Properties of a Number System: Primary Form
SEE Arithmetic

Verbal Identification Test
SEE Vocabulary

Wisconsin Card Sorting Test
SEE Reasoning & Problem Solving

Cross References (cont.)

Curiosity

Open Field Test
SEE Cognitive Style

Memory

Babcock Test of Mental Efficiency
SEE Aptitude, Verbal

Benton Visual Retention Test
SEE Vision & Visual Perception

Flash-X Sight Vocabulary Test
SEE Vocabulary

Motivation

Behavior Profile
SEE Curiosity

Project Head Start Behavior Inventory
SEE Behavior Rating Scale

Rating Scale for Rating Reading Achievement Efforts
SEE Reading, General

Self-Concept & Motivation Inventory
SEE Self Concept

Structured Doll Play Test
SEE Personality Adjustment, Projective Measures

Piagetian Measures

Albert Einstein Scales of Sensori-Motor Development
SEE Infant Development

Concept Assessment Kit, Conservation
SEE Concept Formation

Multiple Choice Picture Story Projective Technique
SEE Personality Adjustment, Projective Measure

Safier's Animism Test
SEE Concept Formation

Test of Reciprocity
SEE Social Perception and Judgment

Cross References (cont.)

Reasoning & Problem Solving

ETS Logical Reasoning Test
SEE Concept Formation

The Floating and Sinking of Objects
SEE Piagetian Measures

The Matrix Test
SEE Piagetian Measures

Non-verbal Test BD
SEE Aptitude, Nonverbal

Origin of Night
SEE Piagetian Measures

Responsibility & Perseverance

Motor Inhibition Test
SEE Motor Skills

Target Game
SEE Aptitude, Nonverbal

Study Skills

Kowatrukul System
SEE Classroom Interaction

N.S.W. Tests of Basic Skills, Part 2
SEE Reading, General

Task Orientation

Institutional Behavior Rating Scale
SEE Behavior Rating Scales

Measurement of Freedom-To-Express: Starkweather Modification
SEE Conformance-Nonconformance

Motor Inhibition Test
SEE Motor Skills

IV. Ability to Cope with Personal-Social Demands

Construct

A. Aggression-Hostility

Aggression Scales for Child in Home

Classroom Behavior Inventory: Preschool to Primary

Doll Play Family Aggression Measure

Rosenzweig Picture-Frustration Study

B. Alienation

C. Anxiety

Checklist of Child's Nervous Mannerisms & Fears

Children's Manifest Anxiety Scale

General Anxiety Scale For Children

Palmar Sweat Prints

Sarason - Type Anxiety Rating Scale

Teacher's Rating Scale

D. Ascendance-Submission

Gummery Scale of Ascendent Behavior

E. Attitudes, Racial

Classroom Reference Scale

Doll-Play Interview

Gough, Harris, Martin & Edwards Prejudice Index

Kutner's Ethnic Attitude Test

Racial-Attitude Sex-Role Picture Test

The Social Episodes Test

The Social Roles Test

Social Schemata

F. Attitudes, Social

Children's Attitudinal Range Indicator (CARI)

Defensiveness Scale

Dramatic Acting Test: A Role Playing Test For Children

Forced-Choice Sociometric Interview

G-W Method of Paired Direct and Projective Questionnaire

Jesness Inventory

Picture Sociometric Interview

Picture Story Measure of Kindness Concept

Play Situation-Picture Board Sociometric Technique

Questionnaire on the Abilities of Blind Children

Sears' Observer Rating Scale

Social Discrimination Questionnaire

Social Reaction Interview

Teacher Rating Scale (Rubin)

Test Reaction Scale (TRS)

Thurstone Sentence Completion Form (TSCF)

Who Shall We Help

G. Behavior Rating Scales

Academic Readiness & End of First Grade Progress Scales

Behavior Inventory

Behavorial Data Score Sheet

Behavior Rating Form (BRF)

Behavior Unit Observations

Mother-Child Interaction Observation Categories

Borke Categories for Quantifying the Play Therapy Process

Ryans/ORF Scales: ETS Modified

Stevenson's Behavioral Unit Observational Procedure

Resource Process Coding System

Moustakas-Sigel-Schalock System

Adult-Child Interaction Schedule

Burk's Behavior Rating Scale for Organic Brain Dysfunction

Child Behavior Checklist

The Child Behavior Rating Scale (CRBS)

Children's Behavior Inventory

Children's Behavior Rating Scale

Classroom Behavior Inventory

Classroom Behavior Inventory, Short Form

Classroom Observation Rating Scale

Classroom Observation Rating Scale

Classroom Teacher Rating Scale

Competence Scale for the Preschool Child

Day Care Behavior Inventory, Short Form, Preschool

Devereux Child Behavior Rating Scale

Devereux Elementary School Behavior Rating Scale

Early School Personality Questionnaire (ESPQ)

Evaluation Scale for 4 & 5 Year Old Children

Home Behavior Inventory

Home Behavior Inventory, Short Form

Infant Behavior Inventory

Institutional Behavior Rating Scale

Location Activity Material Inventory

Morale Scale for Handicapped Children

Multidimensional Maturity Scale (MMS)

Parent's Expectation Inventory

Preschool Behavior Q-Sort

Preschool Educational Attainment Scale

Preschool Outcomes Rating Scale

Project Head Start Behavior Inventory

Psychoeducational Evaluation of the Preschool Child

Pupil Record of School Experience (PROSE)

Reciprocal Category System

Student Activity Profile

Student Behavior Observation System

Teacher Assessment of Student Checklist

Teacher Individuation Test

Teachers' Rating Questionnaire

Teacher's Rating Scale

Maternal Behavior Research Instrument

H. Conformance-Nonconformance

Measurement of Freedom-To-Express: Starkweather Modification

Starkweather Color Preference Task

Starkweather Form Board Tasks

I. Frustration

Lerner-Murphy Frustration Test

McKinney Reporting Test

J. Group Behavior, Leadership

Behavior Scores System

Children's Behavior Check List

Interaction Process Analysis

Interpersonal Communication Behavior Analysis

Russell Sage Social Relation Test

Sequential Analysis of Verbal Interaction (SAVI)

K. Independence-Dependence

Dependence Proneness Scale

Observation Scales for Maternal and Child Behavior

Picture Test of Independence

L. Interests, Personal-Social

Northwestern University Interest Inventory

M. Introversion-Extroversion

New Junior Maudsley Inventory

N. Locus of Control

I-E Scale (Focus of Control)

Intellectual Achievement Responsibility Questionnaire

Risk Taking 2

O. Masculinity-Feminity

Boy-Girl Identity Task

Franck Drawing Completion Test

It Scale for Children

P. Moral Development

Q. Personality Adjustment, Nonprojective Measures

Affectivity Interview Blank

Barron-Welsh Art Scale: A Portion of the Welsh Figure Preference Test

California Test of Personality: Primary

Child Conflict Scale (Emmerich)

Children's Personality Questionnaire

Delinquency Prediction Instrument

Deviant Behavior Inventory (DBI)

Emotions Profile Index (EPI)

FIRO Scales; FIRO Behavior

Getting Along

Identification Figures

Inter-Person Perception Test

Junior Eysenck Personality Inventory

Michigan Picture Test

Miniature Situations Test

Minnesota Personality Profile II

Peer Rating Agression Instrument

Perception Score Sheet

Peterson Problem Checklist

Pittsburgh Adjustment Survey Scales

Pre-Counseling Inventory

Psychiatric Follow-Up Coding (Rubin)

S-D Proneness Checklist

School Observation Schedule Scales

Seven Squares Technique

Social Adjustment Inventory

Sonoma Check List

St. Louis Symptom Inventory

Stamp Behavior Study Technique

S W C E L Student Questionnaire

A Weighted-Score Likability Rating Scale

R. Personality Adjustment, Projective Measures

Analysis Sheet for the Thematic Apperception Test

Behn-Rorschach Test (Bero-Test)

Braverman-Chevigney Auditory Projective Test

Children's Apperception Test (CAT)

Children's Apperception Test (Human Figures) (CAT-H)

Children's Insight Test

Color Pyramid Test (CPT)

The Davis Rorschach Miniature Location Charts in Color

Despert Fables (Fine Revision)

Draw-A-Classroom Test

Draw-A-Group Test

Draw-A-Man Test for Indian Children

Draw-A-Person

Draw-A-Scene Test

The Drawing Completion Test: A Projective Technique for the Investigation of Personality

The Eight Card Redrawing Test

Family Attitudes Test

Family Relations Indicator

The Family Relations Test

Follow-Up Letters

Gorham-Holtzman, Group Inkblot Technique

The Hand Test

Holtzman Inkblot Technique

Hoin-Hellersberg Test

House, Tree, Person Projective Technique

Human Figure Drawings Test

Humanized Animal Drawings Scale

Ka-Ro Inkblot Test

Kahn Test of Symbol Arrangement (KITSA)

Kent-Rosanoff Free Association Test

Koppitz Human Figure Drawings As Emotional Indicators

Life Situation Perception Test

Loney Draw A Car Test (LDCT)

Lowenfeld Mosaic Test

Machover Draw-A-Person Test

Make A Picture Story (MAPS)

Modified Nonverbal Administration of the Maps Test

Moosheart Wishes and Fears Inventory

Multiple Choice Picture Story Projective Technique

The Picture World Test

Projective Interview Technique

Purcell Incomplete Sentences: A Projective Test for Children

The Revised Rorschach Evalograph

Rorschach

Rorschach Method of Personality Diagnosis

School Apperception Method 3559

School TAT

Secret Stories Test

Story Completion Test

Structured Doll Play Test

Structured Doll Play Test

Symbol Elaboration Test (SET)

Tasks of Emotional Development (TED)

Ten Silhouettes

Thematic Apperception Test (TAT)

The Toy World Test

The Tree Test

Twitchell-Allen Three Dimensional Personality Test

Visual Apperception Test '60

Welsh Figure Preference Test, Research Edition

Zulliger Individual and Group Test

S. Play

Parter Social Participation Measure

Playfulness Scale

T. Psychosexual Development

The Blacky Pictures: A Technique for the Exploration of Personality Dynamics

Games and Activities Preference List

Sexual Differentiation Scale For the D-A-P Test

U. Security-Insecurity

Toronto Infant Security Scale

V. Self Concept

Attitudes Toward Self & School "Paces" Test

The Behavior Cards: A Test-Interview for Delinquent Children

A Book About Me

Brown IDS Self-Concept Referents Test

Children's Projective Pictures of Self-Concept (CPPSC)

Children's Self-Concept Index (CSCI)

Children's Self Concept Scale

Children's Self-Conceptions Test (CSC)

Children's Self-Social Constructs Test (CSSCT)- Preschool Form

Children's Self-Social Constructs Test (CSSCT) - Primary Form

Children's Somatic Apperception Test

The Class Play

Criticalness of Self and Other Persons Test

Doll-Self Test (DST)

Elementary School Index of Adjustment and Values

Faces Scale

Family Drawing Test

Free Play Session

Global and Specific Self-Concept Scale (Primary)

HTP (House-Tree-Person Test): Cincinnati Self-Concept Index

How I See Myself Scale: Elementary Form

How Much Like Me?

Illinois Index of Self-Derogation

Index of Adjustment and Values

Individual Self-Concept Interview

Inferred Self-Concept Judgment Scale

Instructional Objectives Exchange: Objective Collection - Measures of Self-Concept

Kreitler Cognitive Orientation

Learner Self-Concept Test

Measure of Body Image Distortion

Measurement of Self-Concept in Kindergarten Children

Parents' Report of Children's Behavior (PROCB)

Perceived Approval Situation

"The Person I Would Like To Be Like"

Pictorial Self-Concept Scale

Piers-Harris Children's Self-Concept Scale (The Way I Feel About Myself)

Preschool Self-Concept Picture Test

Preschool Self-Concept Test

Responsive Self-Concept Test

Riley Preschool Developmental Screening Inventory

Self-Acceptance Test

Self-Appraisal Inventory

Self-Concept Adjective Checklist

Self-Concept & Motivation Inventory

Self-Concept As a Learner Scale - Elementary

Self-Concept Instrument

Self-Concept Instrument - A Learner Scale

Self-Concept of Ability Scale (SCAS)

Self-Other Orientation Tasks

Self-Profile Q-Sort

Self Social Symbols Tasks

Self Valuation Test

Specific and Global Self Concepts

The Situations Test

Teacher Measurement of Pupil Self-Concept

Television Actors

Thomas Self-Concept Values Test

"Who Are You?" Technique (W-A-Y)

When Do I Smile?

Where Are You Game

Work Posting

W. Social Competency

Adaptive Behavior Scales

TMR Performance Profile for the Severely & Modestely Retarded

Primary Progress Assessment Chart of Social Development

Cain-Levine Social Competency Scale

California Preschool Social Competency Scale (CPSCS)

Gesell Developmental Schedules

Levine-Elzy Preschool Social Competency Scale

Maxfield-Buchholz Scale of Social Maturity for Use with Preschool Blind Children

Progress Assessment Chart of Social Development

Scale of Real Life Ability

Vineland Social Maturity Scale, Fourth Edition

Y.E.M.R. Performance Profile for the Young Moderately & Mildly Retarded

X. Social Perception and Judgment

Adult-Child Interaction Schedule

Animal Picture Q-Sort

The Birthday Test

Bristol Social Adjustment Guides

Children's Social Desirability Questionnaire (CSD Scale)

Detroit Adjustment Inventory

Draw-A-Classroom Test

Dunnington Sociometric Status Test

G-W Method of Paired Direct and Projective Questionnaires in Study of Socialization

McCandless-Marshall Play Inventory

McCandless-Marshall Sociometrics Status Picture Test

Minnesota Sociometric Status Test

The Play Report

The Power of Influence Test

Role Distribution - Children's Series

Rothenberg Social Sensitivity Measure

Social Analysis of the Classroom

Test of Reciprocity

Y. Values

Uses Test

Cross References

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Aggression-hostility

Adult-Child Interaction Schedule
SEE Social Perception and Judgment

Behavior Inventory
SEE Behavior Rating Scales

Classroom Behavior Inventory, Short Form
SEE Behavior Rating Scale

Home Behavior Inventory, Short Form
SEE Behavior Rating Scale

Institutional Behavior Rating Scale
SEE Behavior Rating Scale

Peer Rating Aggression Instrument
SEE Personality Adjustment, Nonprojective Measures

Alienation

Preschool Behavior Q-Sort
SEE Behavior Rating Scales

Anxiety

Pre-Counseling Inventory
SEE Personality Adjustment, Nonprojective Measures

Children's Test-Anxiety Scale
SEE Taking Tests

Expanded Test Anxiety Scale for Children (Feld and Lewis)
SEE Taking Tests

Expanded Test Anxiety Scale for Children (Gold and Feld)
SEE Taking Tests

Children's Manifest Anxiety Scale
SEE Anxiety

General Anxiety Scale for Children
SEE Anxiety

Palmar Sweat Prints
SEE Anxiety

Test Anxiety Scale for Children
SEE Taking Tests

Cross References (cont.)

Attitudes, Social

A Measure of Piaget's "Reciprocity" Concept
SEE Piagetian Measures

Behavior Unit Observations
SEE Behavior Rating Scale

The Columbus Picture Analysis of Growth Towards Maturity
SEE Attitudes, Family

Draw-A-Group Test
SEE Personality Adjustment, Projective Measures

FIRO Scales: FIRO Behavior
SEE Personality Adjustment, Nonprojective Measures

Five-Point Rating Scale for the Young Trainable Child
SEE Health Knowledge

Kutner's Ethnic Attitude Test
Attitudes, Racial

McCandless-Marshall Play Inventory
SEE Social Perception and Judgment

Permissive Doll-Play Test
SEE Attitudes, Family

Structured Doll Play Test
SEE Personality Adjustment, Projective Measures

Behavior Rating Scales

Children's Hypnotic Susceptibility Scale
SEE Miscellaneous

Classroom Behavior Inventory: Preschool to Primary
SEE Aggression-Hostility

Classroom Behavior Scales
SEE Attitudes Toward School

Communicative Evaluation Chart from Infancy to 5 Yrs.
SEE Language Function

Coping Analysis Schedule for Educational Settings (CASES)
SEE Classroom Interaction

Cross References (cont.)

Behavior Rating Scales (cont.)

Family Interaction Scales
SEE Attitudes, Family

Gesell Developmental Schedules
SEE Social Competency

Inferred Self-Concept Judgment Scale
SEE Self Concept

Intensity of Involvement Scale
SEE Task Orientation

Medinnus First Grade Adjustment Scale
SEE Attitudes Toward School

Michigan Picture Test
SEE Personality Adjustment, Nonprojective Measures

Motivation Scale
SEE Health Record & Report Forms

Objectal Scale
SEE Piagetian Measures

Parent Behavior Ratings: Mother Rating Scales, Father Rating Scales
SEE Attitudes, Family

Perception Score Sheet
SEE Personality Adjustment, Nonprojective Measures

The Play Report
SEE Social Perception and Judgment

Preprimary Profile: Introduction to My Child
SEE School Readiness Battery

Pre-Kindergarten Goal Card: 1968 Revision
SEE School Readiness Battery

Preschool and Kindergarten Performance Profile
SEE Aptitude Achievement Batteries

Prescriptive Teaching Series -- Visual Motor Skills
Visual Skills
Motor Skills
SEE Sensory-Motor Skills, Combined

Psychoeducational Profile of Basic Learning Abilities
SEE Disabilities, Learning

Cross References (cont.)

Behavior Rating Scales (cont.)

Quick Screening Scale of Mental Development (QSS)
SEE Aptitude, Verbal

Scale of Real Life Ability
SEE Social Competency

School Observation Schedule Scales
SEE Personality Adjustment, Nonprojective Measures

Social Adjustment Inventory
SEE Personality Adjustment, Nonprojective Measures

Teacher Measurement of Pupil Self-Concept
SEE Self Concept

Teacher's Rating Scale
SEE Anxiety

A Weighted-Score Likability Rating Scale
SEE Personality Adjustment, Nonprojective Measures

Conformance-Nonconformance

Children's Self-Conceptions Test (CSC)
SEE Self Concept

Frustration

Story Completion Test
SEE Personality Adjustment, Projective Measures

Independence-Dependence

Project Head Start Behavior Inventory
SEE Behavior Rating Scales

Introversion-Extroversion

Classroom Behavior Inventory: Preschool to Primary
SEE Aggression-Hostility

Classroom Behavior Inventory, Short Form
SEE Behavior Rating Scale

Day Care Behavior Inventory, Short Form, Preschool
SEE Behavior Rating Scale

Home Behavior Inventory
SEE Behavior Rating Scale

Home Behavior Inventory, Short Form
SEE Behavior Rating Scale

Cross References (cont.)

Masculinity-Femininity

Animal Picture Q-Sort
SEE Social Perception and Judgment

Racial-Attitude Sex-Role Picture Test
SEE Attitudes, Racial

Role Distribution - Children's Series
SEE Social Perception and Judgment

Moral Development

Children's Self Conceptions Test (CSC)
SEE Self Concept

Picture Story Measure of Kindness Concept
SEE Attitudes, Social

Personality Adjustment, Nonprojective

Behavior Unit Cbservations
SEE Behavior Rating Scale

Bender Developmental Scoring System for Bender-Gestalt Test
SEE Sensory-Motor Skills, Combined

The Child Behavior Rating Scale (CRBS)
Behavior Rating Scale

Children's Behavior Inventory
SEE Behavior Rating Scales

Classroom Behavior Inventory, Short Form
SEE Behavior Rating Scales

Day Care Behavior Inventory, Short Form, Preschool
SEE Behavior Rating Scales

Devereux Child Behavior Rating Scale
SEE Behavior Rating Scales

Early School Personality Questionnaire (ESPQ)
SEE Behavior Rating Scales

Elizur Test of Psycho-Organicity: Children and Adults
SEE Disabilities, Learning

Evaluation Scale for 4 and 5 year old children
SEE Behavior Rating Scales

Cross References (cont.)

Personality Adjustment, Nonprojective

Home Behavior Inventory
SEE Behavior Rating Scale

Home Behavior Inventory, Short Form
SEE Behavior Rating Scale

Individual Self-Concept Interview
SEE Self-Concept

Initial Learning Assessment
SEE Achievement Battery

Institutional Behavior Rating Scale
SEE Behavior Rating Scale

Jesness Inventory
SEE Attitudes, Social

Morale Scale for Handicapped Children
SEE Behavior Rating Scales

Parent-Child Need Assessment
SEE Attitudes, Family

Politte Sentence Completion Test, Elementary School Form
SEE Attitudes Toward School

Progress Assessment Chart of Social Development
SEE Social Competency

Teacher's Rating Scale
SEE Anxiety

Test Reaction Scale (TRS)
SEE Attitudes, Social

Vineland Social Maturity Scale, Fourth Edition
SEE Social Competency

Cross References (cont.)

Personality Adjustment, Projective

The Behavior Cards: A Test-Interview for Delinquent Children
SEE Self Concept

The Driscoll Play Kit
SEE Attitudes, Family

Ohio State Picture Preference Scale
SEE Creativity and Divergent Thinking

Picture Story Test
SEE Attitudes Toward School

Process for In-School Screening of Children with Emotional Handicaps
SEE Sensory-Motor Skills, Combined

Rock-a-bye Baby: A Group Projective Test for Children
SEE Attitudes, Family

Play

Location Activity Material Inventory
SEE Behavior Rating Scales

Measurement of Freedom-To-Express: Starkweather Modification
SEE Conformance-Nonconformance

Psychosexual Development

Despert Fables (Fine Revision)
SEE Personality Adjustment; Projective Measures

Security-Insecurity

Behavior Rating Form (BRF)
SEE Behavior Rating Scales

Self-Concept

Behavior Rating Form (BRS)
SEE Behavior Rating Scales

Child's Symbolic Conceptualization of Parents Pictures
SEE Attitudes, Family

Draw-A-Scene-Test
SEE Personality Adjustment; Projective Measures

Cross References (cont.)

Self-Concept (cont.)

Evaluation Scale for 4 and 5 year old Children
SEE Behavior Rating Scales

Games and Activities Preference List
SEE Psychosexual Development

Parental Approval Index
SEE Attitudes, Family

Perception Score Sheet
SEE Personality Adjustment, Nonprojective Measures

Picture Test of Independence
SEE Independence-Dependence

S W C E L Student Questionnaire
SEE Personality Adjustment; Nonprojective Measures

Social Competency

Evaluation Scale for 4 and 5 year old Children
SEE Behavior Rating Scale

Kreitler Cognitive Orientation
SEE Self Concept

Michigan Picture Test
SEE Personality Adjustment and Nonprojective Measures

N.Y. Child Development Scales (CDS)
SEE Sensory-Motor Skills, Combined

Pittsburgh Adjustment Survey Scales
SEE Personality Adjustment, Nonprojective Measures

Preschool and Kindergarten Performance Profile
SEE Aptitude Achievement Battery

Preschool Behavior Q-Sort
SEE Behavior Rating Scales

Project Head Start Behavior Inventory
SEE Behavior Rating Scales

Questionnaire on the Abilities of Blind Children
SEE Attitudes, Social

Cross References (cont.)

Social Competency (cont.)

Questions for Mothers
SEE Biographical Inventory

Social Reaction Interview
SEE Attitudes, Social

Stamp Behavior Study Technique
SEE Personality Adjustment, Nonprojective Measures

Social Perception and Judgment

A Book About Me
SEE Self Concept

California Test of Personality: Primary
SEE Personality Adjustment, Nonprojective Measures

Children's Self-Conceptions Test (CSC)
SEE Self Concept

Children's Self-Social Constructs Test (CSSCT) - Preschool Form
SEE Self Concept

Children's Self-Social Constructs Test (CSSCT) - Primary Form
SEE Self Concept

Dramatic Acting Test: A Role Playing Test for Children
SEE Attitudes, Social

FIRO Scales; FIRO Behavior
SEE Personality Adjustment, Nonprojective Measures

Parent Interview
SEE Biographical Inventory

Perception Score Sheet
SEE Personality Adjustment, Nonprojective Measures

Picture Sociometric Interview
SEE Attitudes, Social

Picture Story Measure of Kindness Concept
SEE Attitudes, Social

Secret Stories Test
SEE Personality Adjustment, Project Measures

Thurstone Sentence Completion Form (TSCF)
SEE Attitudes, Social

V. Family Measures

Construct

A. Attitudes, Family

Child's Symbolic Conceptualization of Parents Pictures.

The Columbus Picture Analysis of Growth Towards Maturity

Doll Play

The Driscoll Play Kit

Eight-Block Sorting Task

Etch-A-Sketch Interaction Task

Emmerich's Child Nurturance-Control Scale

Family Interaction Scales

Family Interaction Scoring System

Family Pictures Test

Family Story Technique

Imitation Schedule

Maternal Behavior Research Instrument

Mother-Child Interaction Rating Scales and Observation

Objective Method for the Analysis of Child-Adult Interaction

Pals and Pen Pals Test

Parent Attitude Inquiry: Research Edition III

Parent Behavior Rating Scale

Parent Behavior Ratings: Mother Rating Scales, Father Rating Scales

Parent-Child Conflict Stories

Parent-Child Need Assessment

Parent and Child Role Conception Pictures

Parental Approval Index

Parental Attributes Technique

Parental Imitation Interview

Parental Punitiveness Scale

Perception of Parents

Permissive Doll-Play Test

Radke Projective Pictures

Rock-a-bye Baby: A Group Projective Test for Children

Sex-Role Attitude Test

A Test of Family Attitudes

Toy Sorting Task

Visiting Teacher Rating Scale

B. Biographical Inventory

Parent Interview

Questions for Mothers

C. Child Rearing Practices and Attitudes

Child's Perception of Parental Behavior

Father-Fantasy Categories for Doll-Play Scoring

Father-Typing Rating Scales

Home Factory Rating Scales

Mother-Child Relationship Evaluation

Observational Record of Discipline

Parent-Child Relations Picture Series

Parent Education Weekly Home Visit Report

Parent Questionnaire

Parental Coerciveness and Child Autonomy

Rating Scales for Child-to-Parent Compliance

Reward and Punishment Preferences Evaluation

Scales for Rating Flexibility of Maternal and Child Behavior

D. Socioeconomic Status

Deprivation Index

Index of Sociometric Status

Cross References

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Attitudes, Family

Adult-Child Interaction Test
SEE Social Perception & Judgment

Aggression Scales for Child in Home
SEE Aggression, Hostility

Child's Perception of Parental Behavior
SEE Child Rearing Practices and Attitudes

Doll Play Family Aggression Measure
SEE Aggression - Hostility

Family Attitudes Test
SEE Personality Adjustment, Projective Measures

Family Drawing Test
SEE Self-Concept

Family Relations Test
SEE Personality Adjustment, Projective Measures

Observation Scales for Maternal and Child Behavior
SEE Independence - Dependence

Parent - Child Relations Picture Series
SEE Child Rearing Practices and Attitudes

Parental Coerciveness and Child Autonomy
SEE Child Rearing Practices and Attitudes

Rating Scales for Child to Parent Compliance
SEE Child Rearing Practices and Attitudes

Structural Doll Play Test
SEE Personality Adjustment, Projective Measures

Questions for Mothers
SEE Biographical Inventory

Cross References (cont.)

Biographical Inventory

Visiting Teacher Rating Scale
SEE Attitudes, Family

Child Rearing Practices

Doll Play
SEE Attitudes, Family

Parent and Child Role Conception Pictures
SEE Attitudes, Family

Parent Behavior Ratings: Mother Rating Scales, Father Rating Scales
SEE Attitudes, Family

Parental Attributes Technique
SEE Attitudes, Family

Visiting Teacher Rating Scale
SEE Attitudes, Family

Parent Interview
SEE Biographical Inventory

VI. Language Development

Construct

A. Articulation

Irwin Speech Sound Development Test

Shield Speech and Language Developmental Scale

Additional Speech Sound Items

Arizona Articulation Proficiency Scale

Compact Picture Articulation Test

Diagnostic Methods in Speech Pathology, 1963

Fisher-Logemann Test of Articulation Competence

Goldman-Fristoe Test of Articulation

An Integrated Articulation Test For Use with Children with Cerebral Palsy

Irwin Articulation Test

LARADON Articulation Scale: Revised 1963

Massad Mimicry Test

Predictive Screening Test of Articulation

Riley Articulation and Language Test

Speech Battery

Speech Defect Questionnaire

Speech Diagnostic Chart

Templin-Darley Test of Articulation

Weidner-Fensch Speech Screening Test

B. Composition

Global Essay Test

C. Language Function

ACLC (Assessment of Children's Language Comprehension)

Cognitive Maturity Test

Communicative Evaluation Chart from Infancy to 5 Yrs.

Composite Scale of Language

Dade County Test of Language Development

Echoic Response Inventory for Children

ETS Matched Pictures Comprehension Test

Grammatical Comprehension Test, Revised

Harvard Story Completion Test

Illinois Test of Psycholinguistic Abilities: Revised Ed.

Informed Evaluations of Thinking Ability

Language Comprehension Inventory

Linguistic Capacity Index

Measures of Vocabulary and Grammatical Skills for Children Up to Age Six

Northwestern Syntax Screening Test (NSST)

Objective Language Scale

Observational Rating Scale of Language

Parallel Sentence Production Record Sheet

Parsons Language Sample

Picture Story Language Test

Prepositions Inventory/Linguistic Concepts

Preschool Preposition Test

Receptive, Expressive, Phonetic Language Scale

San Francisco Inventory of Communication Effectiveness

Scrambled Sentence Test for Deaf Children

Screening Tests for Identifying Children with Specific Language Disability

Syntactical Relations Test for Deaf Children

Institute for Developmental Studies - Telephone Interview

Test of Basic Skills in English

Vance Language Skills Test

Word Association Test

Word Sentence Copying Test

D. Language, Oral

Auditory Analysis Test (AAT)

Cloze Procedure II - First Grade

Comprehension of Oral Language: Inter-American Series

Dailey Language Facility Test

Institute for Developmental Studies: Clown Technique

Language and Speech Evaluation Test

Language Facility Test

Michigan Oral Language Productive Tests - Conceptual Oral Language Test

Michigan Oral Language Productive Tests: Structured Response Test

Utah Test of Language Development, Rev. Ed.

E. Listening Skills

Durrell Listening Reading Series

ETS Communication Skills V-5

ETS Story Sequence Task I

Test of Listening Accuracy in Children

F. Phonics

Dominion Individual Diagnostic Word Analysis Skills - Primary

Gillingham-Childs Phonics Proficiency Scales: Series I - Basic Reading and Spelling Scales for Oral Reading

Inventory of Phonetic Skills

Phoneme Test

Phonics Knowledge Survey

SWANSEA Test of Phonic Skills: Experimental Version

G. Reading, General

A.C.E.R. Lower Grades Reading Test: Level 1, Second Edition

A.C.E.R. Silent Reading Test, Forms A & B

Basic Reading Rate Scale

Basic Reading Test to Accompany Before We Read

Basic Reading Test to Accompany Friends Old and New

Basic Reading Test to Accompany Fun With Our Friends

Basic Reading Test to Accompany More Friends Old and New

Basic Reading Test to Accompany More Fun with Our Friends

Basic Reading Test to Accompany More Roads to Follow

Basic Reading Test to Accompany Roads to Follow

Basic Reading Test to Accompany The Three Pre-Primers

Basic Reading Test to Accompany We Read Pictures

Basic Sight Word Test

Botel Reading Inventory

Burnett Reading Series: Survey Test

C_I_A_T: Tests of Reading, Primary Level

Classroom Reading Inventory (CRI)

Comprehensive Primary Reading Scales

Delaware County Silent Reading Test, Second Edition

Dominion Diagnostic Test in Paragraph Reading

Dominion Achievement Tests in Silent Reading: Primary

Durrell-Sullivan Reading Capacity and Achievement Tests

Emporia Elementary Reading Test

First-Reader Achievement Test (Rev. Ed.)

GAP Reading Comprehension Test

Gates-MacGinitie Reading Tests-Primary A

Gates-MacGinitie Reading Tests-Primary B

Gates-MacGinitie Reading Tests-Primary C

Gates-MacGinitie Reading Tests, Primary CS

Greater Cleveland Reading Test-Developmental Edition

Group Reading Assessment

Group Reading Test

Holborn Reading Scale

Informal Reading Inventory

Instructional Objectives Exchange: Objective Collection in Language Arts

Instructional Objectives Exchange: Objective Collection in Reading

Inter-American Series: Test of Reading, Level I, Primary

Inter-American Series: Test of Reading, Level II, Primary

Kelvin Measurement of Reading Ability

Kingston Test of Silent Reading

Lee-Clark Reading Test: First Reader (1958 Rev.)

Lee-Clark Reading Test: Primer (1958 Revision)

McCall Crabbs Standard Test Lessons in Reading

McGrath Test of Reading Skills, Second Edition

McMenemy Measure of Reading Ability

Monroe's Standardized Silent Reading Test

N.S.W. Tests of Basic Skills, Part 2

National Achievement Tests: Primary Reading Test for Grades 2-3

National Achievement Tests: Reading Comprehension Test for Gr. 3-8

National Achievement Tests: Reading Test (Comprehension & Speed) Gr. 3-6

Neale Analysis & Reading Ability

Nelson Reading Test, Revised Edition

Nelson Silent Reading Test

New Developmental Reading Tests, Primary Tests I, II

OISE Achievement Tests in Silent Reading, Advanced Primary Battery

Oral Word Reading Test

Primary Reading: Every Pupil Achievement Test

Forced Stanine Procedure Used by Teachers in Rating Pupils' Efforts to Achieve in Reading

Progressive Achievement Tests of Reading

Test of Basic Reading Skills, Primary Level

Rating Scale for Rating Reading Achievement Efforts

Reading & Spelling Tests

Reading Tests for New York State Elementary Schools

Reading for Understanding Placement Test

Reading Progress Scale

Reading Test A

Reading Test AD

Reading Test BD

SRA Reading Checklist

Sentence Reading Test

Second Reader-I Achievement Test (Rev. Ed.)

Second Reader-II Achievement Test (Rev. Ed.)

Select Reading Tests

Silent Reading Tests (Beginners)

Survey of Primary Reading Development: Forms A1, B1

Survey of Primary Reading Development, Forms C, D

Survey Tests of Reading and Vocabulary

Test of Individual Needs in Reading, 1970, 7th Revision

Third Reader-I Achievement Test (Rev. Ed.)

Third Reader-II Achievement Test (Rev. Ed.)

Williams Primary Reading Test - Grades 1-3

Word Discrimination Test

Word Selection Test, Southgate

H. Reading, Diagnostic

Daniels Word Recognition List Informal Inventory

Denver Public Schools Reading Inventory

Diagnostic Reading Examination for Diagnosis of Special Difficulty in Reading

Diagnostic Reading Scales

Diagnostic Reading Test: Pupil Progress Series, Primary Level I

Diagnostic Reading Test: Pupil Progress Series, Primary Level II

Diagnostic Reading Test: Kindergarten Thru Gr. 4

Doren Diagnostic Reading Test of Word Recognition Skills

Durrell Analysis of Reading Difficulty: New Edition

Functional Readiness Questionnaire for School & College Students

Gates Associative Learning Tests

Gates-McKillop Reading Diagnostic Tests

Individual Reading Test

Individual Word Recognition Test

Learning Methods Test, Revised Ed.

Number Scanning Test

Ohio Diagnostic Reading Test, Level 1

Pressey Diagnostic Reading Tests

Primary Reading Profiles (1967 Ed.) Level 1, Level II

Reading Skills Diagnostic Test

Roswell-Chall Diagnostic Reading Test of Word Analysis Skills

Silent Reading Diagnostic Tests: The Developmental Reading Tests (1970 Ed.)

Standard Reading Inventory

The Standard Reading Tests

Stanford Diagnostic Reading Test, Level 1

I. Reading, Oral

Burt (Rearranged) Word Reading Test

Gilmore Oral Reading Test

Graded Word Reading Test

Gray Oral Reading Check Tests

Gray Oral Reading Test

Gray Standardized Oral Reading Paragraphs Tests

Progressive Achievement Tests of Listening Comprehension

Sucher-Allred Reading Placement Inventory - New Edition

J. Reading Readiness

The ABC Inventory

Alphabet Name Inventory: Printed Upper Case

Alphabet Recognition Test

American School Reading Readiness Test

Auditory Rhyming Test

Binion-Beck Reading Readiness Test for Kindergarten & 1st Grade

Child Interview

Clymer-Barrett Prereading Battery

Delco Readiness Test

Dominion Group Test of Reading Readiness, Long Form

Dominion Group Test of Reading Readiness, Short Form, Subtest Type

Emporia Primary Reading Test

Feldman and Mahler Reading Prognosis Test

Gates-MacGinitie Reading Tests: Readiness Skills

Group Test of Reading Readiness - The Dominion Tests (1949-59)

Harrison-Stroud Reading Readiness Profiles

Lee-Clark Reading Readiness Test 3 Editions (1943, 1951, 1963)

Lippincott Reading Readiness Test (Including Readiness Check List)

McHugh-McParland Reading Readiness Test (1966-68)

Metropolitan Reading Readiness Test (1965 Revision)

Monroe's Reading Aptitude Tests: Primary Form

Murphy-Durrell Reading Readiness Analysis

Pre-Primary Mental Ability Test

Pre-Reading Test (Rev. Ed.)

Reading Readiness Checklist

Reading Readiness Test, 1957 Ed.

2nd Gr. Readiness Test (Rev. Ed.)

Steinbach Test of Reading Readiness

Third-Grade Readiness Test (Rev. Ed.)

Visual Discrimination Test - Object Test

Watson Reading Readiness Test

Word Recognition Test

K. Spelling

A.C.E.R. Spelling Tests, Form C (Sentences)

A.C.E.R. Spelling Tests (Words)

Buckingham's Extension of the Ayres' Spelling Scale

Informed Spelling Inventory, Form M

Iowa Spelling Test I

Kansas Elementary Spelling Test

Kelvin Measurement of Spelling Ability

Lincoln Primary Spelling Test

N.B. Spelling Tests

National Achievement Tests: Spelling Tests for Grades 3-4

The New Iowa Spelling Scale

Phonovisual Diagnostic Test

Spelling Errors Test

Spelling Inventory with Sentences Form A

L. Vocabulary

The Crichton Vocabulary Scale

English Picture Vocabulary Test 1

English Picture Vocabulary Test 2

Flash-X Sight Vocabulary Test

The Houston Test for Language Development

Mill Hill Vocabulary Scale

National Achievement Tests: Vocabulary Test for Grades 3-8

Picture Vocabulary Test for Deaf Children

Revision of the Smith Vocabulary Test

Survey Test of Vocabulary

Verbal Fluency Test - Grades 1-5

Verbal Identification Test

Wide Range Vocabulary Test

Word Association Test

Word Distance Scale

Word Utility Test

Cross Reference

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Articulation

Language and Speech Evaluation Test
SEE: Language, Oral

Robbins Speech Sound Discrimination and Verbal Imagery Type Test
SEE: Sensory-Motor Skills, Combined

Roswell-Chall Auditory Blending Test
SEE: Hearing and Auditory Perception

Language Function

Initial Learning Assessment
SEE Achievement Battery

The Houston Test for Language Development
SEE Vocabulary

N.Y. Child Development Scales (CDS)
SEE Sensory Motor Skills, Combined

Michigan Oral Language Productive Tests: Structured Response Test
SEE Language, Oral

Riley Articulation & Language Test
SEE Articulation

Slingerland Screening Tests for Identifying Children with Specified Language Disability
SEE Sensory-Motor Skills, Combined

TAMA Tell-a-Story Task
SEE Language, Oral

TAMA Write a Story
SEE Handwriting

Utah Test of Language Development, Rev. Ed.
SEE Language, Oral

Cross References (cont.)

Language, Oral

Diagnostic Methods in Speech Pathology, 1963
SEE Articulation

ETS Story Sequence Task I
SEE Listening Skills

Fisher-Logeman Test of Articulation Competence
SEE Articulation

Massad Mimicry Test
SEE Articulation

Northwestern Syntax Screening Test (NSST)
SEE Language Function

Templin-Darley Test of Articulation
SEE Articulation

Verbal Fluency Test - Grades 1-5
SEE Vocabulary

Listening Skills

Botel Reading Inventory
SEE Reading, General

Communicative Evaluation Chart from Infancy to 5 Yrs.
SEE Language, Function

Flash-X Sight Vocabulary Test
SEE Vocabulary

Inventory of Phonetic Skills
SEE Phonics

Language Comprehension Inventory
SEE Language, Function

Progressive Achievement Tests of Listening Comprehension
SEE Reading, Oral

Sucher-Allred Reading Placement Inventory - New Edition
SEE Reading, Oral

Utah Test of Language Development, Rev. Ed.
SEE Language, Oral

Cross References (cont.)

Phonics

Botel Reading Inventory
SEE Reading, General

Burt (Rearranged) Word Reading Test
SEE Reading, Oral

Daniels Word Recognition Test
SEE Reading, Diagnostic

Graded Word Reading Test
SEE Reading, Oral

Individual Word Recognition Test
SEE Reading, Diagnostic

Roswell-Chall Auditory Blending Test
SEE Hearing & Auditory Perception

Roswell-Chall Diagnostic Reading Test of Word Analysis Skills
SEE Reading, Diagnostic

Word Discrimination Test
SEE Reading, General

Reading, General

Durrell Listening Reading Series
SEE Listening Skills

Figures Used in Measuring Reading Achievement Motivation
SEE Motivation, Need Achievement

An Inventory of Reading Attitude
SEE Attitudes Toward School

Primary Pupil Reading Attitude Inventory
SEE Attitudes Toward School

Sucher-Allred Reading Placement Inventory - New School
SEE Reading, Oral

Cross References (cont.)

Reading, Diagnostic

Auditory Analysis Test (AAT)
SEE Language, Oral

Dominion Diagnostic Test in Paragraph Reading
SEE Reading, General

Dominion Individual Diagnostic Word Analysis Skills - Primary
SEE Phonics

Group Diagnostic Reading Aptitude & Achievement Tests Intermediate Form
SEE Aptitude, Verbal

Gillingham-Childs Phonics Proficiency Scales: Series I - Basic Reading & Spelling Scales for Oral Reading
SEE Phonics

Gray Oral Reading Check Tests
SEE Reading, Oral

Kelvin Measurement of Reading Ability
SEE Reading, General

Monroe's Reading Aptitude Tests: Primary Form
SEE Reading Readiness

Phoneme Test
SEE Phonics

Reading Eye I
SEE Vision & Visual Perception

Reading Progress Scale
SEE Reading, General

Roswell-Chall Auditory Blending Test
SEE Hearing & Auditory Perception

Spache Binocular Reading Tests
SEE Vision & Visual Perception

Sucher-Allred Reading Placement Inventory - New Edition
SEE Reading, Oral

SWANSEA Test of Phonic Skills: Exp. Version
SEE Reading Readiness

Word Recognition Test
SEE Reading Readiness

Cross References (cont.)

Reading, Oral

Flash-X Sight Vocabulary Test
SEE Vocabulary

Oral Word Reading Test
SEE Reading, General

Reading Readiness

Brengelmann-Manning Linguistic Capacity Index

Cognitive Abilities Test, Primary I & II
SEE Intelligence, Group Administered

Gillingham Childs Phonics Proficiency Scales
SEE

Keystone Visual - Survey Service for Schools & Colleges
SEE Vision & Visual Perception

Number Scanning Test
SEE Reading, Diagnostic

Reading Skills Diagnostic Test
SEE Reading, Diagnostic

Spelling

N.S.W. Tests of Basic Skills, Part 2
SEE Reading, General

Reading & Spelling Tests
SEE Reading, General

Vocabulary

Daniels Word Recognition List
SEE Reading, Diagnostic

Individual Word Recognition Test
SEE Reading Diagnostic

Measures of Vocabulary & Grammatical Skills for Children up to Age Six
SEE Language Function

Nelson Reading Test, Revised Edition
SEE Reading, General

Nelson Silent Reading Test
SEE Reading, General

VII. Sensory Motor, Physical

Construct

A. Aphasia

B. Brain Damage

Continuous Performance Test - Visual

Ellis Visual Design Test (Goldenberg Version)

Graham-Ernhart Block-Sort or Concepts Test

Graham-Ernhart Copy-Forms Test

Graham-Ernhart Parental Questionnaire

Hunt-Minnesota Test for Organic Brain Damage

Minnesota Percepto-Diagnostic Test - Revised

Neurological Evaluation

Organic Integrity Test (OIT)

The Perceptual Maze Test (Children's edition)

Perceptual Motor Battery

Riggs-Rain Classification System

Strauss-Werner Marble Board Test (Goldenberg Version)

Synthesis of Visually Perceived Forms

C. Disabilities, Learning

Ayres Space Test

Checklist for the Detection of Learning Problems

Child Screening Interview

Elizur Test of Psycho-Organicity: Children and Adults

Pre-tests of Vision, Hearing and Motor Coordination, Pre-Primary, Primary

Psychoeducational Profile of Basic Learning Abilities

Pupil Rating Scale

A Standardized Road-Map Test of Direction Sense

Symptomatology and Identification of a Child with Learning Disabilities: Revised Ed.

D. Handwriting

Alphabet Writing-Form Dictation

Evaluation Scales for Guiding Growth in Handwriting

Handwriting Legibility and Evaluation Test: Grades 1-3

Lurcat Test of Graphical Abilities

E. Health Record & Report Forms

Body Measurements of American Boys and Girls

Graham Behavior Test for Neonates

Irritability Scale

Feeding Rating Scale

Motivation Scale

Measurement of Height and Weight

Muscle Tension Scale

Neonatal Record (Apgar Scale)

Nurse's Scale for Rating Neonates

Physical Fitness Tests

Teacher Questionnaire on Child's Health

Wetzel Grid Charts: Grid for Evaluating Physical Fitness

F. Hearing & Auditory Perception

Ambco Audiometers: Diagnostic Audiometer

Ambco-Auditory Perception

Ambco Audiometers: Otometer

Ambco Audiometers: "Screen-Ear" Screening Audiometer

Auditory Discrimination Test

Audiometer, 250 Series

Audiometer, 350 Series

Audiometer 1701

Auditory Motor Test

Auditory Perception Test
Auditory Word Discrimination Test; Visual Discrimination

Auditory Test W-1 and W-2, Spondaic Word Lists

Auditory Test W-22, Phonetically-Balanced Word Lists

Beep Masking Test

Békésy Audiometer

Bimodal Reaction Time Test

Children's Auditory Discrimination Inventory

Classroom Noise Masking Test

Diagnostic Audiometer, Model 500

Environmental Sounds--Labelling Test

Environmental Sounds - Picture Identification

ETS Adaptation of the Wepman Auditory Discrimination Test

Familiar Words Test - Repetition

Goldman-Fristoe-Woodcock Test of Auditory Discrimination

Hearing Evaluator

Hearing of Speech Tests

Hollien-Thompson Group Hearing Test

Irwin-Jensen Sound Discrimination Test

Massachusetts Hearing Test

Modality Preference Test

New Group Pure Tone Hearing Test

Observation of Symptoms That May Indicate a Hearing Problem

Phonemic Discrimination Test

Pritchard-Fox Phoneme Auditory Discrimination Tests: Test 4

Psychogalvanometer

Pure Tone and Speech Audiometer, Model 450

Roswell-Chall Auditory Blending Test

The "STYCAR" Hearing Tests (Rev. Ed., 1968)

Screening Test for Auditory Perception - (STAP)

Screening/Threshold Audiometer, Model 60

Serial Learning Tasks: Auditory and Visual

Test of Non-Verbal Auditory Discrimination-Experimental Edition (TENVAD)

Test of Sound Discrimination for Use with Cerebral Palsied Children

Verbal Auditory Screening for Children

White Noise Test

Word Picture Identification Test

Zenith Diagnostic Portable Audiometer

G. Laterality

D-K Scale of Lateral Dominance

Harris Tests of Lateral Dominance

Impulse Scale

Laterality

Van Riper Test of Laterality

H. Motor Skills

Bicycle Safety -- Performance and Skills Test

Daily Activity Record

Five-Task Test

The Gibson Spiral Maze

Lincoln-Oseretsky Motor Development Scale

Motor Inhibition Test

Skill Tests for Pedal Pushers

Tack Forms Test

I. Physical Fitness

AAHPER-Kennedy Foundation Special Fitness Test for the Mentally Retarded

CAHPER Fitness-Performance Test

California Physical Performance Tests

ERCA Standards Physical Fitness Profile for Boys or Girls, Ages 7-11

Instructional Objectives Exchange: Objective Collection in Physical Education

The Modified Sjöstrand Physical Work Capacity Test

Vigor Measures

J. Sensory-Motor Skills, Combined

Auditory Visual Pattern Test

Automatic Tally Maze

Bender Developmental Scoring System for Bender-Gestalt Test

Bender-Gestalt Test (Visual Motor Gestalt Test)

Bender-Gestalt Test: Quantification & Validity for Adults

Bender-Gestalt Test (Revised)

Bender-Visual Motor Gestalt Test for Children (BVMGT)

Developmental Test of Visual-Motor Integration (VMI)

Finger Localization Test

Form Reproducation

Haptic Test

Left-Right Discrimination Test

Maze Trent Test

Mirror Tracer

Moore Eye-Hand Coordination & Color-Matching Test

N.Y. Child Development Scales (CDS)

Oseretsky Tests of Motor Proficiency

Parent Home Training Guide for Children in Kindergarten
(for children in 1st Grade)

Pencil Maze

Perceptual Speed Test (PST)

Perceptual Testing and Training Guide for Kindergarten Teachers

Playtest, Catalog No. 20282

Prescriptive Teaching Series -- Visual Motor Skills
Visual Skills
Motor Skills

Primary Visual Motor Test

Process for In-School Screening of Children with Emotional
Handicaps

Purdue Perceptual-Motor Survey

Reversible Pencil Maze

Robbins Speech Sound Discrimination & Verbal Imagery Type Test

Sapir Developmental Scale

Slingerland Screening Tests for Identifying Children with
Specified Language Disability

Slosson Drawing Coordination Test - SDCT for Children
and Adults

Southern California Kinesthesia and Tactile Perception Tests

Southern California Motor Accuracy Test

Southern California Perceptual Motor Tests

Survey of Degree of Physical Handicap

Tapping Board

Visual Motor Gestalt Test Two-Copy Drawing Form

Wold Visual-Motor Test

K. Spatial & Perceptual Relations

Elkind's Ambiguous Pictures

Hidden Figures Test

Pattern Perception Test

Portable Rod-and-Frame Test

Right-Left Discrimination

Space Conceptualization Scale

Space Thinking (Flags)

Spatial Characteristics Test

L. Tactile Discrimination

Bag Masking Test

Stereognostic Test

Texture Test

M. Vision & Visual Perception

A-B-C Vision Test for Occular Dominance

AO HRR Pseudoisochromatic Plates

Analysis of Visually Perceived Forms

Atlantic City Eye Test

Benton Visual Retention Test

Children's Visual Achievement Form

Dennis Visual Perception Scale

Dot Marking Test

Dvorine Color Vision Test

Farnsworth Dichotomous Test for Color Blindness

Freeman Acuity-Tester

Freeman Photometer

Frostig Developmental Tests of Visual Perception

The Frostig Program for Development of Visual Perception

Grid Masking Test

Hidden Figures Test

Higgins-Wertman Test, Threshold of Visual Closure

Holmgren Color Test

Identical Forms

Illinois Visual Screening Test

Illiterate Eye Chart

Illuminant-Stable Color Vision Test (2nd Ed.)

Inventory of Symptoms: Vision

Ishihara's Design Charts for Colour-Blindness: Unlettered Persons

Keystone New York School Vision Test

Keystone Visual-Survey Service for Schools and Colleges

Kindergarten Test Chart

Landolt Near-Point Usable Vision Test for the Telebinocular

MKM Binocular Preschool Test

MKM Monocular & Binocular Reading Test

Massachusetts School Vision Test

Michigan School Vision Test

Observation of Symptoms that May Indicate a Visual Problem

Perceptual Speed (Identical Forms)

Reading Eye I

Reduced Cues Test

The "STYCAR" Vision Test

School Vision Tester

Sloan Achromatopsia Test

Snellen Chart

Southern California Figure-Ground Visual Perception Test

Spache Binocular Reading Test

TV Pupillometer

Tests for Colour-Blindness

Titmus Vision Tester

Type SG-Eye Movement Monitor

UCLA Visual Discrimination Inventory

Visual Examination

Visual Perception Inventory

Cross References

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Aphasia

Ayres Space Test
SEE Disabilities, Learning

Bender-Gestalt Test (Visual Motor Gestalt Test)
SEE Sensory-Motor Skills, Combined

Full-Range Picture Vocabulary Test
SEE Intelligence, Individually Administered

Brain Damage

Auditory Motor Test
SEE Hearing & Auditory Perception

Burk's Behavior Rating Scale for Organic Brain Dysfunction
SEE Behavior Rating Scales

Elizur Test of Psycho-Organicity: Children & Adults
SEE Disabilities, Learning

Environmental Sounds--Labelling Test
SEE Hearing & Auditory Perception

Environmental Sounds-Picture Identification
SEE Hearing & Auditory Perception

Familiar Words Test - Repetition
SEE Hearing and Auditory Perception

Five-Task Test
SEE Motor Skills

Phoneme Test
SEE Phonics

Slosson Damage Coordination - SDCT for Children and Adults
SEE Sensory Motor

Tack Forms Test
SEE Motor Skills

Texture Test
SEE Tactile Discrimination

Word Picture Identification Test
SEE Hearing and Auditory Perception

Cross References (cont.)

Disabilities, Learning

Ahr's Individual Development Survey
SEE School Readiness Battery

Chicago Non Verbal Examination
SEE Aptitude, Nonverbal

Functional Readiness Questionnaire for School & College Students
SEE Reading, Diagnostic

Johns Hopkins Perceptual Test
SEE Intelligence, Individually Administered

MKM Monocular & Binocular Reading Test
SEE Vision & Visual Perception

Left-Right Discrimination Test
SEE Sensory-Motor Skills, Combined

Object-Sort Task
SEE Concept Formation

Observation of Symptons that May Indicate a Hearing Problem
SEE Hearing & Auditory Perception

Observation of Symptoms that May Indicate a Visual Problem
SEE Vision & Visual Perception

Purdue Perceptual-Motor Survey
SEE Sensory-Motor Skills, Combined

Screening Tests for Identifying Children with Specific Language Disability
SEE Language Function

Van Riper Test of Laterality
SEE Laterality

Handwriting

Durrell Analysis of Reading Difficulty: New Edition
SEE Reading, Diagnostic

Cross References (cont.)

Hearing & Auditory Perception

Pre-tests of Vision, Hearing & Motor Coordination, Pre-Primary, Primary
SEE Learning Disabilities

Robbins Speech Sound Discrimination & Verbal Imagery Type Test
SEE Sinsory-Motor Skills, Combined

Screening Test for the Assignment of Remedial Treatments (START)
SEE School Readiness Battery

Slingerland Screening Tests for Identifying Children with Specified Language Disability
SEE Sensory-Motor Skills, Combined

Speech Battery
SEE Articulation

Test of Listening Accuracy in Children
SEE Listening Skills

Laterality

Ayres Space Test
SEE Disabilities, Learning

Concepts of Left & Right
SEE Piagetian Measures

Purdue Perceptual-Motor Survey
SEE Sensory-Motor Skills, Combined

Southern California Kinesthesia & Tactile Perception Test
SEE Sensory-Motor Skills, Combined

A Standardized Road-Map Test of Direction Sense
SEE Disabilities, Learning

Motor Skills

AAHPER-Kennedy Foundation Special Fitness Test for the Mentally Retarded
SEE Physical Fitness

CAHPER Fitness-Performance Test
SEE Physical Fitness

Communicative Evaluation Chart from Infancy to 5 yrs.
SEE Language Function

Draw-A-Scene Test
SEE Personality Adjustment, Projective Measures

Oseretsky Tests of Motor Proficiency
SEE Sensory-Motor Skills, Combined

Cross References (cont.)

Motor Skills (cont.)

Physical Fitness Tests
SEE Health Record and Report Forms

Primary Progress Assessment Chart of Social Development
SEE Personality Adjustment, Projective Measures

Progress Assessment Chart of Social Development
SEE Social Competency

Seguin-Goddard Formboard
SEE Aptitude, Nonverbal

Southern California Motor Accuracy Test
SEE Sensory-Motor Skills, Combined

Physical Fitness

Physical Fitness Tests
SEE Health Record & Report Forms

Skill Tests for Pedal Pushers
SEE Motor Skills

Wetzel Grid Charts: Grid for Evaluating Physical Fitness
SEE Health Record

Sensory-Motor Skills, Combined

Albert Einstein Scales of Sensori-Motor Development
SEE Infant Development Battery

Auditory Motor Test
SEE Hearing & Auditory Perception

Ayres Space Test
SEE Disability, Learning

Communicative Evaluation Chart from Infancy to 5 Yrs.
SEE Language Function

Gesell Developmental Schedules
SEE Social Competency

Harris Tests of Lateral Dominance
SEE Laterality

Initial Learning Assessment
SEE Achievement Battery

Inventory of Readiness Skills
SEE School Readiness Battery

Cross References (cont.)

Sensory-Motor Skills, Combined (cont.)

Lincoln-Oseretsky Motor Development Scale
SEE Motor Skills

Preschool & Kindergarten Performance Profile
SEE Aptitude, Achievement Battery

Pre-tests of Vision, Hearing, & Motor Coordination, Pre-Primary, Primary
SEE Disabilities, Learning

Right-Lift Discimination
SEE Spatial & Perceptual Relations

Van Riper Test of Laterality
SEE Laterality

Vane Kindergarten Test (VKT)
SEE School Readiness Battery

Spatial & Perceptual Relations

Albert Einstein Scales of Sensori-Motor Development
SEE Infant Development Battery

Ayres Space Test
SEE Disabilities, Learning

Construction of a Projective Straight Line
SEE Piagetian Measures

Coordination of Perspectives
SEE Piagetian Measures

Dennis Visual Perception Scale
SEE Vision & Visual Perception

Localization of Topographical Positions
SEE Piagetian Measures

Sequin-Goddard Formboard
SEE Aptitude, Nonverbal

Tactile Discrimination

Roughness Discrimination Test
SEE Braille

Cross References (cont.)

Vision & Visual Perception

Audi..or Perception Test
Audtitory Word Discrimination Test; Visual Discrimination
SEE Hearing & Auditory Perception

Ayres Space Test
SEE Disabilities, Learning

Bimodal Reaction Time Test
SEE Hearing & Auditory Perception

Continuous Performance Test - Visual
SEE Brain Damaged

Fixation Time
SEE Attention

Johns Hopkins Perceptual Test
SEE Intelligence, Individually Administered

Modality Preference Test
SEE Hearing & Auditory Perception

Moore Eye-Hand Coordination & Color-Matching Test
SEE Sensory-Motor Skills, Combined

Progressive Matrices
SEE Cognitive Styles

Screening Test for the Assignment of Remedial Treatment (START)
SEE School Readiness Battery

Serial Learning Tasks: Auditory & Visual
SEE Hearing and Auditory Perception

Slingerland Screening Tests for Identifying Children with Specified Language Disability
SEE Sensory-Motor Skills, Combined

Synthesis of Visually Perceived Forms
SEE Brain Damage

Visual Discrimination Test - Object Test
SEE Reading Readiness

VIII. Subject Matter

Construct

A. Arithmetic

A.C.E.R. Lower Grades

American School Arithmetic Readiness Test

Arithmetic Progress Test

Arithmetic Tests for New York State Elementary Schools: Beginning C

B.C. Arithmetic Computation III- IV

Bobbs-Merrill Arithmetic Achievement Tests

Buckingham Scale for Problems in Arithmetic

Contemporary Mathematics Test: Lower Elementary Level

Dominion Survey Test of Arithmetic Fundamentals

Emporia Elementary Arithmetic Test

Emporia Primary Arithmetic Test

Essential Mechanical Arithmetic Tests

4 C Numbers Tests

Graded Arithmetic - Mathematics Test

Head Start Arithmetic Test

Instructional Objectives Exchange - Objective

Leicester Number Test

MacLatchy Test of the Preschool Child's Familiarity with Measurement

Mathematics Attainment Test A and B

Mechanical Arithmetic Test, 2A & 2B

Modern Mathematics Supplement to the Iowa Tests & Basic Skills

National Achievement Tests: Arithmetic Fundamentals

National Achievement Tests: Arithmetic Reasoning

National Achievement Tests: Arithmetic Test (Fundamentals & Reasonin
Grade 3-6

Number Facility Scale

Numeral Name Inventory

Pacific Number Test (PNT)

Test of Basic Arithmetic Skills - Primary Level

Quantity Matching Inventory - 1/Mathematics, Set A: Experimental Version 1971

Quantity Matching Inventory - 1/Mathematics

Relational Concepts Inventory/Pre-Math

Revised Southend Attainment Test in Mechanical Arithmetic

SRA Greater Cleveland Mathematics Tests: Developmental Edition (GCMT)

Seeing Through Arithmetic Tests, Grades 1, 2

Seeing Through Arithmetic Tests, Grade 3-6

Sequentially Scaled Achievement Test

Set Matching Inventory - Math

Shea Arithmetic Essentials Test

Southend Attainment Test in Mechanical Arithmetic

Speed & Diagnostic Tests of Arithmetic - Set A

Staffordshire Arithmetic Test

Supplementary Computation Exercises

Surrey Infant Number Test (SY I)

A Test of Arithmetic Principles - Elementary Form

A Test of Understanding of Selected Properties of a Number System: Primary Form

Tests in the Fundamentals of Arithmetic

Tests of Number Facts

The Wilson Inventory of Diagnostic Tests in Arithmetic

Wisconsin Contemporary Test of Elementary Mathematics

B. Arithmetic - Diagnostic

Buswell-John Diagnostic Test for Fundamental Processes in Arithmetic

Diagnostic Fractions Test 3

Diagnostic Number Tests

Diagnostic Tests & Self Helps in Arithmetic

Dominion Diagnostic Tests in Arithmetic Fundamentals

Key Math Diagnostic Arithmetic

Modern Math Diagnostic Test Sheets

Ohio Diagnostic Arithmetic Test, Level 1

Schonell Diagnostic Arithmetic Tests

Stanford Diagnostic Arithmetic Test Level 1

C. Art

Tests in Fundamental Abilities of Visual Art

D. Economics

Primary Economics Test

Experience With Money Test

Financial Knowledge Test

E. English

Cotswold Junior English Ability Test

English Progress Test A

English Progress Test A2

English Progress Test B2

Hoyum-Sanders Elementary English Test, Test I(1st sem.) II (2nd sem.)

National Achievement Tests: English Test Gr. 3-6 (Short Form)

National Achievement Tests: English Test for Gr. 3-8

F. General Knowledge

The TAMA General Knowledge

Probst Range of Information Test

G. Health Knowledge

A2 Health Test

Bicycle Safety Information Test

Dental Health Practices Inventory

Five-Point Rating Scale for the Young Trainable Child

Health and Safety Education Test

Health Behavior Inventory: Elementary Level

Health Test

Instructional Objectives Exchange: Objective Collection in Health

Kindergarten Health Check for Parents

National Achievement Tests, Health and Safety Education

School Safety Education Checklist

H. Music

Drake Musical Aptitude Tests: Second Edition

Instructional Objectives Exchange: Objective Collection in Music

Knuth Achievement Tests in Music

Measures of Musical Abilities

Music Achievement Tests: Test I

What Instrument Should I Play Quiz

Wing Standardised Tests of Musical Intelligence

I. Religion

Bible Knowledge Test

Concordia PBK Inventory: An Inventory of Responses in Religion Analyzing Consistency Between Practice, Belief & Knowledge

I. Science

Hunter Science Aptitude Test

Relational Concepts Inventory/Pre-Science

J. Social Sciences

Interview Schedule

Primary Social Studies Test

National Achievement Tests: History and Civics Test

National Achievement Tests: Geography (Grades 3-6)

Instructional Objectives Exchange - 6 Objective Collection in Social Sciences (Geography)

Cross References

The following instruments bear to some degree upon the preceeding constructs, but their major emphases lie elsewhere, as indicated.

Arithmetic

Conservation of Number
SEE Piagetian Measures

Discrimination, Seriation, Numeration Test
SEE Piagetian Measures

Dodwell's Number Concept Test
SEE Piagetian Measures

ETS Enumeration Task
SEE Piagetian Measures

Spontaneous Correspondence
SEE Piagetian Concepts

Group Diagnostic Reading Aptitude & Achievement Test, Intermediate Form
SEE Aptitude, Verbal

Behavior Scores System
SEE Group Behavior, Leadership

IX. Teacher/Program

Construct

A. Teacher/Course Evaluation

Florida Taxonomy of Cognitive Behavior

Bereiter-Englemann Preschool Evaluation Form

B. Classroom Interaction

Adams-Biddle System

APPROACH (A Procedure of Patterning Responses of Adults and Childr

Aschner-Gallagher System

Bellack System

Blatt's Evaluation Check List for Classes

Cerli Verbal Behavior Classification System (CVC)

Classroom Communication Observational Categories

Classroom Interaction Management Analysis Record (CIMAR)

Clements System

Coping Analysis Schedule for Educational Settings (CASES)

Denny, Rusch, Ives Classroom Creativity Observation Schedule

The Dodl System

Flanders Expanded System

Flanders System of Interaction Analysis

Fuller Affective Interaction Records (FAIR)

Galloway System

Hough System

Hughes System

Jansen System

Kowatrakul System

MacDonald-Zaret System

McRel Interaction Analysis System

Modified Category System

Modes of Communication

Multidimensional Analysis of Classroom Interaction (MACI)

Observation Schedule and Record (OScAR 4V)

Revised Verbal Interaction Category System - Science

Science Observation System

Sign Process Analysis

Smith System

Smith System (Strategies)

SRI Classroom Observation Instrument

SRI Classroom Observation Procedure

Step Observation Schedule (STEPOS)

Student Observational Form

System for Analyzing Lessons

TABA System

Teacher Research System

Topic Classification System

Tyler System

Verbal Interaction Category System (VICS)

Wright-Proctor System

Wright System

X. Miscellaneous

Braille Informal Reading Inventory

Colorado Braille Battery: Literacy Code Tests

Gray Standardized Oral Reading Paragragraphs Test, BRAILLE Edition

Lorimer Braille Recognititon Test: Test of Ability in Reading Braille Constructions

Roughness Discrimination Test

Tooze Braille Speed Test: A Test of Basic Ability in Reading Braille (1962)

Modern Language Aptitude Test -- Elementary

Test on the Fundamentals of Hebrew: Lower Level

Barber Suggestibility Scale

Barclay Test

Children's Hypnotic Susceptibility Scale

Index of Graphic Construction -- Expansiveness

MKM Picture Arrangement Test

Mischel Delayed Reward Questions

Appendix B

Guide to the Separate Test Listings

The information on the individual measures is compiled in separate looseleaf notebooks, with a completed form like that shown on the opposite page for each measure. Most of the numbered headings for information are self-explanatory but note should be taken of the meanings of the following:

SECONDARY CONSTRUCTS--other constructs under which the measure is cross-referenced

5. Source--publisher or private source from which the measure can be obtained

6. Range--age or grade range for which measure is designed

7. Special groups--any special characteristics of population for whom measure is designed (e.g., Spanish-speaking, cerebral palsied)

8. Instrument type--refers to such types as group test, interview, questionnaire and such variations as multiple choice, free response

9. Admin. Qual.--the kinds of training and/or qualifications those who administer the measure should have

18. Manual--indication of availability

The tests are classified by primary construct in the notebooks. However, they are also accompanied by an alphabetical index of instrument titles.

PRIMARY CONSTRUCT

SECONDARY CONSTRUCTS

1. Title

2. Forms

3. Parts/Subtests

4. Author

5. Source

6. Range

7. Special Groups

8. Instrument Type

9. Admin. Qual.

10. Equipment

11. Admin. Time

12. Scoring Method

13. Subscores

14. Total Score

15. Norms

16. Reliability

17. Validity

18. Manual

19. Other Info.

20. References

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